

Systems Appraisal Feedback Report

**An AQIP Pathway Report Completed In Response to a
Systems Portfolio Submitted by**

ID 1780 - BAY DE NOC COMMUNITY COLLEGE

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The Higher Learning Commission

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Bay College is a public, Associate Degree granting, two-year college whose mission is to provide a community of learning that promotes student learning and regional success while providing learning opportunities at a main campus, branch campus and high schools in the region. The College is governed by a seven-member Board of Trustees. About half of Bay College's students are enrolled full-time, with 65% female, and more than half are of traditional age. Health sciences and business related degrees are Bay's most popular academic programs. The College's culture and commitment to quality are exemplified by its expanding presence in national networks, with emphasis on valuing change, communication, and respect.

Category Summary Statements

1. **Helping Students Learn:** Bay College is currently working to shift its general education programming from one based on a distribution model to one based upon a skills competency model. Bay College identified five outcomes aligned with its mission and state transfer categories through its General Education Team. Action Projects have been used to reorganize functions and personnel and are being considered to orient its general education to skills attainment and to re-evaluate the program review cycle of its program learning outcomes. The advisory committee process for determining program objectives (PERT) is multifaceted and well-developed with college-wide input. There is an effective outcomes assessment process in place to measure the degree to which program objectives are achieved with many programs using external assessments.
2. **Meeting Student & Other Key Stakeholder Needs:** Improvement of processes, based on data collection and analysis, for current and prospective students, obtainment of grant funding, and data analysis have resulted in the College's ability to better meet student needs and be recognized nationally in 2013 for retention and completion efforts. There are many partnerships with a wide range of stakeholders that focus on meeting workforce development needs. These partnerships are a strategic priority, are well developed, integrated into the strategic planning process, and focus strategies for Community Success.
3. **Valuing Employees:** Hiring, recruitment, training, and development processes for employees are consistent with, and support the institutional mission. An employee Culture and Communication Team was created and supported by orientation, training, and evaluation as the result of an Action Project. Professional learning opportunities and evaluations prioritizing the College's cultural beliefs influence the institution's development, recognition and appreciation of its employees.

4. **Planning and Leading:** Bay College's Strategic Agenda is an evolving document that drives the mission, vision and values which in turn provide guidance to the planning and leadership of the institution. A scorecard encompassing several layers of data is regularly shared internally and externally to provide direction to Bay College's strategic priorities. Employee satisfaction survey responses have indicated that enhanced communication, accountability, and integrity are an opportunity for improvement.
5. **Knowledge Management & Resource Stewardship:** Bay College is recognized nationally for its use of information technology and knowledge management. Strategic planning and resource management processes ensure that resources are allocated consistent with institutional priorities. Bay College's response to federal legislature updates and succession planning have shaped its processes in resource management.
6. **Quality Overview:** Bay College's involvement in both AQIP and CQIN demonstrates a firm commitment to continuous quality improvement resulting from its strategic agenda, cultural beliefs and data driven decision making. The quality improvement process provides for careful evaluation of Action Projects, and ensures that these are consistent with overall institutional objectives and strategy. The College has engaged in seven AQIP Action Projects to allow for improvement of evaluation and to ensure consistency.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: While Bay College has measures representing both direct and indirect indicators of performance for some of its Categories, few measures had internal targets and external benchmarks.

Strategic Challenge: Data is collected for each of the Categories and results are reported; however, interpretation of the data with insights for improvement areas is inconsistent in depth across the categories.

Strategic Challenge: Clearly identifying specific key student stakeholder groups may lead to greater insight into their needs and result in higher student satisfaction.

Strategic Challenge: Continuing to address the concerns of faculty and staff regarding transparency, engagement and communication, particularly in planning and budgeting, may result in higher ratings on future Employee Satisfaction Surveys.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

The processes for the assessment of common and program learning outcomes are mainly aligned and seem to span the college's academic departments and support the overall mission of Bay College to provide quality learning opportunities for its students and its region. Academic program quality processes are mainly systematic and are supported through consistent application of assessment methods across modality or site and through regular application of statewide practices for awarding of prior learning or transfer credits. Explicit processes exist to define, govern, and communicate academic freedom and integrity and are generally aligned in maturity, but the College has an opportunity to more fully appraise employee and student understanding of published policies to supplement its use of the annual, direct surveys to further maturity beyond the reacting level. Results in this area are mainly reacting and can be improved with the incorporation of specific measures to inform meaningful targets. Reorganization of the academic support area with measurable goals may lead to further improvements.

Category One Strategic Issues:

- Data is collected consistently in academic departments, but rarely are goals identified or informed from that data. Analyzing data may provide insights to generate short-term improvements for Category One.
- Ethical integrity can be enhanced with clearly defined processes, beyond the grievance process, and measures for collecting and analyzing data in comparison to internal targets and external benchmarks.
- The College may wish to set internal targets as well as external benchmarks.
- The College may want to provide additional direct measurements to ensure learning outcomes are being achieved.

Category Two: Meeting Student & Other Key Stakeholder Needs

Bay College has systematic and some aligned processes and results for Category 2. The College has been awarded a grant for identifying and meeting the needs of prospective students. While the College attempts to identify the needs of current students with surveys and direct student input, recognizing the major student groups may facilitate the determination of specific needs. The current Action Project to address the gaps in student engagement, empowerment and academic support may lead to higher student satisfaction. The College could benefit from a formal process of determining partnership viability in response to the mission, strategic and enrollment planning. Exploring external benchmarks for comparison and setting internal targets for each of the measures may provide new insights.

Category Two Strategic Issues:

- Identification of key student groups will help ensure that specific needs are met.
- Setting internal targets for each measure and exploring additional external benchmarks can inform areas for quality improvements.
- The College is encouraged to describe its processes for collecting data for Category 2, including how often the data is collected, who analyzes the data, and what actionable items, in alignment with the mission and Strategic Agenda, result from the data.

Category Three: Valuing Employees

Bay College's processes are moving toward aligned maturity for hiring, recruiting, recognition and professional development while results are mostly systematic. Bay College has received national recognition for initiatives related to development efforts, but may further improve with measurement of actual increases in employees' levels of skills, knowledge and abilities as a result of development opportunities.

The College has a robust recognition system to value employees at all levels and is considering changes to faculty evaluation programs to promote continuous improvement. Employee satisfaction in a variety of areas on the Employee Satisfaction Survey (ESS) has been trending down and lower than comparative results are noted in regard to employee input, communication and evaluation processes. Bay College employs the *Chronicle* survey to gauge employee perceptions of several facets of the college to complement its annual internal ESS; however, an opportunity exists to establish internal targets for the measures.

Category Three Strategic Issues:

- A lack of internal targets is identified for measures related to Category 3.
- Results for overall employee satisfaction show important areas rated lower than prior years and lower results compared to benchmarks.

Category Four: Planning and Leading

The overall maturity level is systematic for Category 4 reflects processes that are not yet matured including inclusive Strategic Planning and budgeting, and succession planning of key

positions. The College's data reflect positive completion rates, financial indicators and community indicators. Results reported for employee satisfaction through the ESS and *Chronicle* survey have been examined and improvements have been made in the area of communication and transparency; however, faculty engagement in academic policy-making may be beneficial. Moving forward with the proposed Action Project related to institutional integrity may address the gaps in communicating, training and monitoring of ethical behavior.

Category Four Strategic Issues:

- There is a lack of internal targets and identification of measures in the area of leadership.
- There is an opportunity to utilize data to increase faculty and staff satisfaction, especially with communication and engagement.

Category Five: Knowledge Management & Resource Stewardship

Processes for knowledge management and resource stewardship are moving toward aligned maturity, as the institution has made several adjustments to its technological infrastructure to support timely, reliable, and secure reporting of data for decision-making. Bay College has implemented numerous notable improvement projects to enhance technology usage and increase effectiveness in data management, storage, and retrieval which have resulted in recognition through rankings by the Center for Digital Education. While improvements have been made on processes, there are few measures of actual performance, beyond anecdotal summaries, and no inclusion of internal targets which reflect a reactive, and occasionally systematic, maturity level for results. Additional measures including user satisfaction, tracking helpdesk requests and operational funding compared to strategic priorities may be useful.

Category Five Strategic Issues

- Few measures to determine the effectiveness of knowledge management and resource stewardship are in use and no reported internal targets and limited external benchmarks.

Category Six: Quality Overview

The College has matured to an aligned level reflecting its processes and results for a culture of quality as it has embraced a strong quality improvement culture with multi-layered strategies for college community involvement, leadership accountability, effective communication, and data informed planning and decision-making. Data collection, analysis and decision-making are based on an alignment of improvement activities with the Strategic Agenda that is supported by a committee structure and institutional resources to enrich the culture of quality.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established

linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Criterion One. Mission:

Core Components related to mission had clearly presented evidence with the exception of 1C pertaining to the mission and its relationship to diversity. 1C was found to be adequate, but more evidence is needed to clarify the institution's role in a diverse society.

Criterion Two. Integrity: Ethical and Responsible Conduct:

Core Components related to ethical and responsible conduct had clearly presented evidence with the exception of 2C pertaining to the governing board and its autonomy and undue outside influence that was adequate, but could be further clarified such as Board policies pertaining to Conflict of Interest and Confidentiality to demonstrate its independence from undue influences.

Criterion Three. Teaching and Learning: Quality, Resources, and Support:

Core Components related to teaching and learning with quality, resources and support had evidence that was clearly presented for all Core Components.

Criterion Four. Teaching and Learning: Evaluation and Improvement:

Core Components related to teaching and learning with evaluation and improvement had evidence that was clearly presented for all Core Components.

Criterion Five. Resources, Planning, and Institutional Effectiveness:

Core Components related to resources, planning and institutional effectiveness had evidence that was clearly presented for all Core Components.

V. Quality of the Systems Portfolio

Overall the portfolio was very well written in a unified voice. Reviewers recognized that Bay College provided an insightful and accurate self-assessment. The portfolio included highlighted areas addressing the Core Components that was found to be very helpful. The list of abbreviations also was helpful as we progressed through the Categories. Tables were easy to understand and complemented the context given in most instances. Formatting the portfolio to reflect each of the process items and its narrative for each Category would have been beneficial as some of the Category process items were found to be out of order and led to additional searching by the reviewers.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement.

Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: Processes

Reacting	Systematic	Aligned	Integrated
The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.	The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.	The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.	Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

Stages in Systems Maturity: Results

Reacting	Systematic	Aligned	Integrated
Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.	Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.	Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.	Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.

APPENDIX B AQIP Category Feedback

AQIP Category One

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

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

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Aligned: Bay College employs a comprehensive, representative, process to review and revise General Education learning objectives. The institutional structure ensures that outcomes are aligned in both level and rigor while meeting the focused mission of the College.
Determining common outcomes	Aligned: The institutional quality review processes (including the work of the Assessment Committee and the General Education Team) clearly identify common learning outcomes.
Articulating the purposes, content, and level of achievement of these outcomes	Aligned: The College catalog outlines the requirements for common learning outcomes which are regularly evaluated. Distribution requirements allow for achievement level data to be linked with intended outcomes.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Aligned: Learning objectives are embedded in course design and listed on each course syllabus.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Aligned: Bay College is proactive in terms of ensuring program relevance through SWOT and Program Review. The Michigan Transfer Agreement further promotes transferability and ease in access to continued education or training.
Designing, aligning, and delivering co-curricular activities to support learning	Reacting: There was a lack of information regarding co-curricular activities. The College may achieve higher maturity by clearly aligning the co-curricular programs with learning outcomes.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Aligned: Faculty is responsible for selecting assessment tools and outcomes to be measured, and the Assessment Committee provides oversight of the process to ensure accountability, timeliness and commitment to quality improvement.
Assessing common learning outcomes	Aligned: There are numerous and extensive processes in place for assessing learning outcomes across the curriculum. The Assessment Committee’s management provides explicit, repeatable processes and a transparent communication plan.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: Bay College uses a variety of methods and tools to measure student learning. The outcomes data is presented in ways that can inform strategy and decision-making.
Summary results of measures (including tables and figures)	Systematic: Collection of data is embedded into instructional processes and there is an effective process for reviewing and sharing

when possible)	results. However, a lack of internal targets or external benchmarks limits more sophisticated analysis of assessment data.
Comparison of results with internal targets and external benchmarks	Systematic: Formal comparison data is limited. The institution may benefit from use of more significant benchmarking.
Interpretation of results and insights gained	Systematic: Although analysis and interpretation of results exist, explicit definitions may provide greater strength and clarity for the purpose of decision-making and improvement.

111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Improvements have occurred in online instruction by use of the Quality Matters rubric and course placement. It may be a challenge to determine future advancements needed to progress programs further without results to communicate academic quality. Bay College has planned and implemented improvement projects aimed at establishing research-supported pre-requisites. Faculty across campus are engaged in assessment planning, implementation and reporting that validates a robust assessment culture.

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

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Systematic: Program learning outcomes are identified in each course syllabus and related to course objectives. The Program Evaluation and Review Team (PERT) reviews outcomes on a five year cycle. The College recognizes its opportunity to advance in maturity by evaluating the efficiency and value of its PERT process through an AQIP Action Project.
Determining program outcomes	Aligned: Development of learning outcomes for academic programs is faculty centric and addresses discipline specific standards or objectives as appropriate. The Assessment Committee provides institutional oversight.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: Bay College links outcomes to broader curricular goals and objectives. However, an expanded set of indicators or targets may be more informative.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Aligned: The PERT process, feedback from strategic partners and advisory boards, as well as program level processes ensure adequate alignment with workplace need.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: Student initiated co-curricular activity options exist and include faculty oversight. The College may benefit from a clearer alignment between specific program objectives and the co-curricular options.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Systematic: Program faculty, with guidance from the Assessment Committee select tools that are designed to measure student learning outcomes and provide evidence necessary to meet process objectives. Consideration of measures that capture a broader set of outcomes may better inform the process.
Assessing program learning outcomes	Aligned: Each programmatic area employs direct measures of student learning appropriate to the discipline. The PERT and Curriculum Committee ensure relevance and quality.

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: Each academic area has incorporated methods and tools specific to the discipline intended to consistently assess outcomes directly or indirectly.
Overall levels of deployment of assessment processes within the institution	Systematic: It appears well designed and effective processes exist. However, many programs use national exam pass rates as the primary measure of program effectiveness and may want to consider additional measures for a more complete view of student learning and experience.
Summary results of measures (including tables and figures when possible)	Aligned: Many of Bay College's results suggest performance above national averages. Trending has been established and purposeful results review exists.
Comparison of results with internal targets and external benchmarks	Systematic: The results analysis incorporates external benchmarks and internal longitudinal data appropriate to the given discipline. The development of internal benchmarks may provide further insights.
Interpretation of results and insights gained	Systematic: Gathering of assessment data, longitudinal tracking and benchmarking appear to have informed improvements in some areas. However, this process is not apparent across all academic areas.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Course content and learning outcomes are regularly reviewed and aligned with employer and stakeholder needs. Bay College is planning a review of their Program Evaluation and Review Team (PERT) process. Nearly 40 program revisions were made. Program improvements include redistribution of credit hours, testing preparation enhancement, implementation of proposed articulations, curricular change, and faculty additions in some areas.

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

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Reacting: Identification of student stakeholders and their specific needs is not articulated as part of the program design process.
Identifying other key stakeholder groups and determining their needs	Systematic: Use of employer feedback, community advisory groups and external demand data inform the process of program development. Additional work can be done on the way stakeholders are identified.
Developing and improving responsive programming to meet all stakeholders' needs	Aligned: Program review data and community and industry feedback ensure responsive programming.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Aligned: A program review process is used to gather program efficiency data on a 5 year cycle.
Reviewing the viability of courses and programs and changing or discontinuing when	Aligned: Programs are regularly modified to meet changing requirements. Internal leadership committees guide the process.

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1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: While Bay College has a process for program review and discusses measures in this process, it is not clear how this is compiled and tracked as aggregate data.
Summary results of measures (including tables and figures when possible)	Systematic: Changes in programs and deletion of less viable programs are reported. However, clarifying the standards used for decision-making regarding such changes would clarify the process.
Comparison of results with internal targets and external benchmarks	Reacting: No comparative data is reported.
Interpretation of results and insights gained	Systematic: Addressing the issue of transferability of course work is one example of an insight resulting in change. However, the opportunity exists to link results more formally with improvement efforts in a more comprehensive way.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Transferability efforts in alignment with the Michigan Transfer Agreement should have a positive impact on progress toward degree goals. Planned expansion of select programs to other campuses may improve accessibility and address workforce need.

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

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Systematic: Faculty determines preparation standards for each program. Pre-requisite information, program expectations and changes are communicated through Admissions, the College catalog and website. Incorporating review of pre-requisites into the program review process may provide new data.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Aligned: Bay College has attended to rigor across modalities through collaboration between faculty, academic administrators, and student services personnel; of note is the AQIP Action Project: Online Course Quality Review Initiative.
Awarding prior learning and transfer credits	Aligned: Board policies dictate granting of transfer and other forms of credit. Use of the Michigan Transfer Network ensures consistency and quality in transfer evaluation and transcription. Granting of prior learning credit is determined by exam and review at the departmental level.
Selecting, implementing, and maintaining specialized accreditation(s)	Aligned: Specialized accreditation and its justification are reviewed by the Curriculum Committee, President's Advisory Council and the Board of Trustees.
Assessing the level of outcomes attainment by graduates at all levels	Aligned: Bay College gathers and reviews outcomes data from all programmatic areas as well as graduate surveys, external licensure results and reciprocal transfer institution data sharing.
Selecting the	Systematic: In addition to the current data collected and quality

tools/methods/instruments used to assess program rigor across all modalities	guidelines followed, the institution may consider use of feedback from external stakeholders/employers to support/confirm outcomes attainment.
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1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Although narrative notation of program updates and preparation requirements exist, it does not appear that these changes are tracked as part of the improvement cycle.
Summary results of measures (including tables and figures when possible)	Reacting: An explanation of specific program accreditation and the Online Quality Review Initiative were given, as well as curricular/program changes. However, it is unclear how results are linked to the program objectives. Identification of explicit measures may help Bay college draft meaningful goals and tools to ensure academic quality.
Comparison of results with internal targets and external benchmarks	Reacting: No comparative data was presented.
Interpretation of results and insights gained	Reacting: No interpretation of results or insights gained was presented.

1I4. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bay College has instituted standard rubrics and Quality Measures training. The College has planned and implemented improvement projects aimed at establishing research-supported prerequisites.

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Systematic: Regularly generated reports along with SAT and Compass scores and an early alert warning system are used to identify underprepared and at-risk students. No clear process is identified to determine what academic support services may best assist the students.
Deploying academic support services to help students select and successfully complete courses and programs	Aligned: Bay College deploys a substantial number of resources dedicated to serving the needs of students including participation in Achieving the Dream, TriO student services, and a Transitional Studies Coordinator for academic support, retention, and completion.
Ensuring faculty are available for student inquiry	Aligned: There are specific, written policies that govern faculty availability. Chairs work with faculty to ensure that policies are implemented effectively.
Determining and addressing the learning support needs	Systematic: While a full range of support services are in place in the newly restructured Academic Support Department, students are required to self-identify their needs. Movement to an aligned maturity level could include a formal referral process by faculty and staff.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	Aligned: Bay College has a process for identifying required job skills, utilizing qualifications and credentialing standards. This process is driven by the institutional mission to help ensure the person hired meets institutional needs and goals.
Communicating the availability	Systematic: Academic support services are communicated in the

of academic support services	catalog and program brochures in addition to information provided during the orientation, advising, and registration process for new students. A process to ensure continuing students seek academic support services, as needed, may enhance student retention.
Determining goals for retention, persistence and program completion	Systematic: The academic program review process addresses the goals at the programmatic level; however, targets are not explicitly stated in the portfolio.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Aligned: The Academic Support Department selects tools for evaluating student support effectiveness including nationally benchmarked tools and program specific evaluations. Bay College tracks satisfactory academic progress as a way of measuring the effectiveness of support services.

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: Measures tracked for student services include COMPASS scores, performance in accelerated courses and with supplemental instruction, late registration, number of students served. Bay College also using the Survey of Entering Student Engagement (SENSE), Noel-Levitz and Community College Survey of Student Engagement (CCSSE).
Summary results of measures (including tables and figures when possible)	Aligned: Performance results are provided and there appears to be a repeatable process for data collection regarding specific objectives and the improvements that are based on the data. Analysis of results of the usage of various support services such as supplemental instruction, COMPASS workshops, and tutoring indicates a trend of increased student success.
Comparison of results with internal targets and external benchmarks	Aligned: Results for both the SENSE and CCSSE show academic support to be above benchmarks in all items, and the Noel-Levitz is overall above benchmarks.
Interpretation of results and insights gained	Aligned: As a result of its processes in this category, Bay College realized the need to reorganize its student services area, add academic support positions, hold faculty advising training, and require orientation for students taking online classes.

1I5. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bay College has robust student support systems, with effective processes aimed at identifying student needs, deploying resources to meet those needs, and measuring the degree of attainment in relation to those needs. Improvements noted by Bay College in this category include the creation of the Academic Support Department and the Academic Support Team, the addition of a Success Coach, and the use of supplemental instruction and accelerated courses. In order to improve maturity of processes in this category, Bay College may wish to consider implementing a formal referral process for faculty and staff to support student success.

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Aligned: Policies of the Board of Trustees guide academic freedom and academic integrity with documentation and appeal processes to address possible violations. These policies are widely communicated

	and incorporated in interactions with faculty and staff.
Ensuring ethical learning and research practices of students	Aligned: The College's Academic Integrity policy, communicated through a variety of publications including the Student Handbook, website, and Catalog, with specific definitions, expectations and procedures to ensure academic honesty through administrative reporting systems and student grievance policies.
Ensuring ethical teaching and research practices of faculty	Systematic: Input from course and faculty evaluations, along with corrective action for violations follow the Academic Integrity policies. Providing formal training and annual commitment review of teaching staff may be helpful to further the maturity of this process. Providing faculty with access to an institutional review board and ethical research training may help Bay College improve maturity in its processes for ensuring ethical teaching and research practices.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Systematic: The annual Employee Satisfaction tool is used along with the course evaluations. The College may benefit from consideration of more direct appraisals to establish root causes for behavioral violations of published policies. For example, Bay College may wish to consider measures such as the number of ethical breaches, grievances filed, and outcomes of training sessions.

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The use of the Academic Integrity Survey may continue to support Bay College's attempt to measure and establish trends in employee and student knowledge and perception of policies related to academic integrity. As trends are established, the identification of outcomes may support Bay College's maturity in this area.
Summary results of measures (including tables and figures when possible)	Reacting: No results are reported for ethical integrity despite use of the Employee Satisfaction Survey.
Comparison of results with internal targets and external benchmarks	Reacting: Although a process is in place to address and log student violations of published policies, Bay College may benefit from more explicit measures to track instances and determine if commonalities exist. This information may offer opportunities to begin to shape benchmarks, trends, and goals for continued comparison and improvement.
Interpretation of results and insights gained	Reacting: Bay College recognizes a need to enhance processes and provide consistent measures for ethical integrity.

1I6. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bay College currently does not have tools to create a summary of results or a comparison of results with internal targets or external benchmarks. The College acknowledges an opportunity for improvement in this category and is taking appropriate steps to making improvements including administering the Academic Integrity Survey in 2015. The College has revised its processes for addressing and tracking academic integrity issues, and it is considering an action project aimed at enhancing processes for 1P6. As the College uncovers trends in its data, it will be able to establish benchmarks and goals to which it can monitor the impact of continuous improvement efforts in this area.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

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

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Reacting: The College has the opportunity to clearly present its identified key student groups.
Determining new student groups to target for educational offerings and services	Systematic: Bay College has well established processes for gathering feedback from external partners to cater to workforce needs through employer surveys and advisory groups, but substantial information is not presented regarding specific student groups beyond the checklist completed as part of the admission and enrollment process.
Meeting changing student needs	Systematic: The College deploys surveys and uses nationally standardized instruments to gauge student satisfaction of services and to close gaps in offerings due to changing student needs, but it is unclear if these changes in fact address the real needs, beyond approval of services, or if results for specific populations have been tracked. Completion of the Action Project to address gaps in student engagement, empowerment and academic support may increase the maturity level of the various processes involved.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	Systematic: Bay College may find it difficult to impact the student experience without identifying specific subgroups with distinctive needs. The current Action Project may further the efforts of the College to identify its student subgroups and their distinctive needs, beyond the efforts of the Nursing division.
Deploying non-academic support services to help students be successful	Systematic: Although the College has made several improvements to its strategic plan to evaluate and integrate student contacts and through the creation of the Student Success and Completion Team, the College may continue to mature upon full implementation of the AQIP Action Project described to address student needs. Further data analysis may inform the College of additional non-academic support services needed to complement individual student needs discovered in the orientation, advisement, and registration processes.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	Aligned: Bay College appears to follow appropriate hiring practices for student services positions. The College offers a comprehensive set of training opportunities both internally and through professional organizations.
Communicating the availability of non-academic support services	Aligned: Support services are communicated through College processes and publications including community access networks, the advising process, the catalog, and student handbook.
Selecting tools/methods/instruments to assess student needs	Aligned: National standardized tools, direct student input, advisory groups and employer surveys are tools selected to determine current and prospective student needs and are coupled with academic support services.
Assessing the degree to which student needs are met	Systematic: A comprehensive set of assessment data is gathered to inform student support services improvements, yet its maturity in this area may be supported by the introduction of direct measures to more fully understand student needs beyond self-reported rates of satisfaction and engagement.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Bay College utilizes nationally-normed measures, such as the CCSSE and SENSE tools, to assess several outcomes, but the College has an opportunity to improve if it considered additional mechanisms beyond those of student perception or utilization of services.
Summary results of measures (including tables and figures when possible)	Aligned: The results in this area are tracked since 2012, are at good performance levels for many areas, and provide data to inform benchmarks and to identify areas for improvement.
Comparison of results with internal targets and external benchmarks	Systematic: Comparisons of the three national surveys with benchmarks demonstrates that academic and social support and early engagements are areas of strength as results in this area are above the comparison group, but it is unclear what specific internal targets exist for success.
Interpretation of results and insights gained	Systematic: Data and feedback from varied assessments, focus groups and employer feedback have informed improvements in student services, including the creation of an Action Project, yet Bay College has the opportunity to continue to inform decision making and drive improvements as it actively analyzes data extracted from tools used and measures identified.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The restructuring of several support service departments and the implementation of an AQIP Action Project have resulted in improvements to services, yet gaps exist in some areas such as career counseling. The use of standardized surveys will continue to provide data to the institution, but the College might also benefit from considering direct measures, identifying specific student subgroups, and actively analyze survey results to further drive continuous improvement.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	Systematic: The College collects institutional data related to retention, persistence and completion; several secondary level indicators are collected, but Bay College may benefit from identifying additional program level data on student profiles (ACT, High School or college GPA) for student success measures, especially for those who do not fall within IPEDS criteria for reporting. Tertiary indicators are mentioned but it is unclear what these include.
Determining targets for student retention, persistence, and completion	Systematic: The College sets goals by considering several factors as a result of the Achieving the Dream grant, and may continue to benefit from determining targets specific to student groups or academic programs, including the KPIs used in the context of this portfolio, for clear definition of these measurements. Also, Bay College may advance in maturity if it periodically evaluated the relevancy of its targets beyond the strategic planning process.
Analyzing information on student retention, persistence, and completion	Systematic: Data and analysis is provided for student information, but it is unclear how it is explicitly used in decision making and how it is explored at various institutional levels beyond what is provided by Institutional Research or how this information informs and impacts the

	College's strategic planning process. As Bay College works to achieve more aligned processes in this category, improvement may be made by considering a wider range of retention related factors that may affect the University's rates, including student groups or academic programs.
Meeting targets for retention, persistence, and completion	Reacting: Although various levels of the institution are responsible for analyzing data and ensuring goals are met, it is unclear what institutional process exists to uniformly assure KPI targets are met and relate to enrollment.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Systematic: While Bay College is utilizing a number of tools, methods, and instruments to assess institution-level outcomes such as overall completion rates as well as course- and program-specific retention rates, these are all indirect measures of student learning. The College may continue to mature if it considered a wider, more direct range of indicators and further clarified the process used for selecting tools as needs of the College and students change.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College utilizes the CCSSE and other measures for tracking student retention, persistence, and completion and uses information obtained from these instruments to engage in continuous quality improvement initiatives, yet the College may benefit from identifying a more robust definition of key indicators and describe how the outcomes are measured.
Summary results of measures (including tables and figures when possible)	Aligned: The College presents generally positive results and includes measures from several sources.
Comparison of results with internal targets and external benchmarks	Systematic: The College identified a "Benchmarking College" to compare its own performance and exceeds the benchmark in several outcomes related to completion. Bay College has identified an internal and external target for completion, but it is unclear what internal targets exist for retention and persistence or how these internal targets are identified.
Interpretation of results and insights gained	Systematic: Although some improvements have resulted from data analysis, the College may continue to benefit from informing decision making with increased understanding of changes in trends and evaluate the effectiveness of these changes for increasing retention, persistence, and completion rates.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bay College has made improvements to related processes such as strengthening its early warning system, reorganizing offices, and securing funding for support of student success to bolster efforts in retaining students. The College could benefit from including the academic master plan in the enrollment management plan to assure alignment of course offerings and enrolling students' needs are met.

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

Process	Team Comments on Process Maturity and Improvement
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Determining key external stakeholder groups (e.g., alumni, employers, community)	Systematic: Although the College indicates that it has a number of partnerships approved through the President’s Advisory Council and utilizes the Michigan Technical Education Center (MTEC) to determine partners for business, the process for departmental relationships may be made more visible or stakeholders, beyond those needing training or certification, may be more explicitly identified.
Determining new stakeholders to target for services or partnership	Aligned: Bay College deploys an array of robust strategies to determine new stakeholders to target for services or partnerships; for example, Bay College’s MTEC actively seeks opportunities to deliver customized training to local employers in key industries.
Meeting the changing needs of key stakeholders	Systematic: Through the participation of members of the College’s community on regional and state committees, Bay College receives feedback semi-annually on its efforts; more frequent or direct measures of its ability to meet key stakeholder needs may allow the College to be more responsive. As the College works to mature its processes in this area, it may consider documenting these processes to ensure that input from these various surveys are aggregated, analyzed, and acted upon.
Selecting tools/methods/instruments to assess key stakeholder needs	Systematic: The College may benefit from defining a formal process for data collection, analysis and measurement such as use of quantitative measures to complement its use of direct feedback from stakeholders. Additionally, to build more mature process in this area, Bay College may wish to determine the effectiveness of its assessment methods through periodic evaluation.
Assessing the degree to which key stakeholder needs are met	Systematic: It is unclear how direct feedback is aligned with the overall institutional mission and Strategic Agenda. As the College works to build maturity, it may consider various additional means to assess its performance that may provide defined, robust, actionable feedback to assess if stakeholder needs are met.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The College may consider additional measures of program effectiveness to determine if efforts are successful in increasing the knowledge, skills or abilities of participants. Also, considering ways to align the performance indicators with the intended outcomes or objectives of each program, the institution’s mission and Strategic Agenda may support further maturity in this area.
Summary results of measures (including tables and figures when possible)	Systematic: While results are positive overall, on metrics of levels of involvement or satisfaction, Bay College may examine ways of creating greater alignment between its stated mission and the performance metrics it chooses to report. Also, establishing internal targets for each measurement may add meaning to the results obtained.
Comparison of results with internal targets and external benchmarks	Systematic: Favorable results are reported in terms of satisfaction, dual enrollment growth, and employee participation in scholarship fundraising, but Bay College may be challenged to gauge its efforts without explicit targets or external benchmarks for comparison.
Interpretation of results and insights gained	Systematic: Bay College may benefit from deliberate interpretation of its results. For example, results are reported for gaps between campuses in stakeholder satisfaction of academic programs, but it may be difficult to advance in maturity without deeper understanding of why these gaps exist or without goals for decision making.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bay College appears to be making good progress toward relating its processes and measures in this area with strategic objectives, yet the College could benefit from a documented process for determining needs of current stakeholders with analysis of data to drive improvements in meeting stakeholder needs. Results reported reflect mixed satisfaction, with the Community Survey showing improvements and the gap closed. Exploring external benchmarks for comparison and setting internal targets for each of the measures may provide new insights. Alumni are discussed in the processes as a key stakeholder, but no results are provided. Hiring of staff may continue to support dual enrollment participation and relationships with local high schools.

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

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Aligned: A repeatable, central process exists to receive and track student complaints and concerns including idea boxes, electronic suggestions boxes, and links embedded in the web portal.
Collecting complaint information from other key stakeholders	Aligned: A repeatable process exists for receiving complaints from external stakeholders with surveys to obtain community feedback, through advisory groups, and the Employee Satisfaction Survey to obtain input from internal stakeholders.
Learning from complaint information and determining actions	Systematic: As Bay College moves toward an aligned level of maturity, it may wish to document how staff analyzes feedback obtained through this process and communicate results to the broader college community. It is unclear what information is learned or how this information is used to further support improvement or resolution with the individual submitting the complaint.
Communicating actions to students and other key stakeholders	Systematic: It is clear that the President communicates with the employee group about the Employee Satisfaction Survey results; however, Bay College may wish to consider more robust means of communicating with other stakeholders, especially students, about complaint procedures and resolutions.
Selecting tools/methods/instruments to evaluate complaint resolution	Systematic: The College maintains measures of satisfaction through electronic links for “community voice” and “student voice” which provide easy access to reporting, but it may support its advancement toward aligned maturity if it honed its surveys to more explicitly evaluate perception, understanding and usage of the complaint mechanisms.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Bay College may consider tracking student learning or satisfaction with complaint resolution to complement its outcomes already tracked through its current process. While detailed records are kept regarding the number and nature of complaints, it is unclear how these categories were identified or how the College uses the categories in analysis of the feedback.
Summary results of measures	Systematic: Reported data on Bay College’s complaint processes

(including tables and figures when possible)	has been tracked for the past few years and shows full completion or follow-up rates. Trends may begin to develop with continued tracking of this data as multiple sources show a general decline in reporting over the past four years.
Comparison of results with internal targets and external benchmarks	Reacting: Bay College may find it difficult to advance in maturity without clear internal targets and comparison to external expectations.
Interpretation of results and insights gained	Reacting: Bay College is looking forward to implementing data collection software to improve processes and services related to complaint feedback.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has expanded its efforts in tracking incidents related to Title IX and the Clery Act, training its employees on issues related to sexual harassment, and enhancing its use of software to track behavioral issues. Informal feedback sessions have also increased communication between all levels of faculty.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration	Aligned: There is a well-developed process for identifying and implementing partnerships with a wide array of educational institutions as appropriate to the College's mission.
Building and maintaining relationships with partners	Aligned: A high level of engagement in various initiatives and extensive partnerships in addressing needs related to education, workforce development, and regional needs suggest both strategic outreach and appropriate relationship maintenance.
Selecting tools/methods/instruments to assess partnership effectiveness	Aligned: Bay College employs the use of a SWOT analysis for assessing effectiveness of partnerships.
Evaluating the degree to which collaborations and partnerships are effective	Systematic: Bay College may wish to consider how the use of SWOT helps the college understand the partnerships impact on the overall institutional mission or Strategic Agenda.

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: A wider range of measures may provide a clearer focus on needed improvements. The College has an opportunity to track outcomes and utilize tools selected through a more formal process.
Summary results of measures (including tables and figures when possible)	Reacting: The College provided limited results and may benefit from reporting and analyzing data for process improvement regarding partnerships.
Comparison of results with internal targets and external benchmarks	Reacting: While Bay College has identified appropriate measures to track its performance related to this category, no internal targets or external benchmarks are identified. Identifying internal targets and external benchmarks may provide a more meaningful context in which the results may be communicated.

Interpretation of results and insights gained	Systematic: Although significant partnership benefits are reported and strategic engagement is apparent, interpretation of results and clear connections between results and original objectives could be strengthened.
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215. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bay College is engaged in multiple workforce development, community, and educational partnerships. Resulting grant funding, regional initiatives, and K-12 / higher education collaboration improvements are significant. Bay College understands that effective partnerships and collaborations help the college expand academic programming for its students; further, the College is proactive in reaching out to external stakeholders to build partnerships. The College has an opportunity to create shared strategies and foster greater involvement among stakeholders to continue to build collaborative partnerships.

AQIP Category Three

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

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

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Aligned: Bay College follows best practices and a cross-divisional approach to hiring, orienting and recruiting employees with a comprehensive and inclusive position review, hiring strategies, and on-boarding process.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Aligned: Bay College employs common practices in position posting and hiring processes to ensure successful search results that are mission driven and meet institutional needs and goals.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	Systematic: Higher Learning Commission guidelines and required occupation certifications help to ensure that hired faculty are able to fulfill their roles. However, more detailed information regarding faculty requirements for dual enrollment, and other collaborative offerings and modalities may better inform search effectiveness.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Aligned: The budgeting and academic planning processes includes review of new and existing positions and input from faculty on faculty needs, based on teaching loads and enrollment trends, for decision-making by the President’s Advisory Council (PAC).
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Aligned: A review process by the Position Evaluation Committee, following best practices, is used to evaluate non-faculty position expectations in alignment with the mission and changing needs identified through the planning and budgeting processes.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The Employee Satisfaction Survey (ESS) and survey of new employees by the Employee Culture and Communication Team (ECCT) is employed; however the latter survey, if administered

	routinely, can show trends for improvements.
Summary results of measures (including tables and figures when possible)	Systematic: While the ESS shows employees are generally satisfied with orientation, the ECCT survey showed gaps in the longer-term impact of orientation. Attention to the needs expressed by employees for additional office training and mentoring can enhance the on-boarding experience and employee satisfaction over the longer-term.
Comparison of results with internal targets and external benchmarks	Reacting: No comparative data or internal targets are provided. Setting internal targets and external benchmarks may inform future Human Resource studies.
Interpretation of results and insights gained	Systematic: Bay College realizes the need to address additional training and mentoring of employees. Follow-up on resulting improvements may close the loop on the process that was initially established as part of the "Understanding and Meeting Our Employees' Needs" Action Project.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has results from two surveys, with the ECCT survey indicating additional needs for on-boarding of new employees. The improvement noted, while related to tracking qualifications of full and part-time faculty, do not relate to the data provided in the results section or provide information on how it specifically links to job requirements. Follow-up by institutional planners or administrators will enable inclusion of this information in more concrete ways such as budget allocation and specific training.

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Systematic Performance evaluations for staff are being aligned with the goals of the Strategic Agenda while the faculty evaluation process is under review. An opportunity exists to connect both evaluations with the Strategic Agenda for greater alignment.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Systematic Bay College is using information from the recent ESS to inform an AQIP Action Project designed to mature processes related to soliciting input from and communicating expectations to internal stakeholders.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Systematic: Progress is being made on adding the Strategic Agenda objectives into the evaluation process for both faculty and staff. Once fully implemented, it may add clearer expectations for employee performance. The opportunity for quality improvement training of managers may also contribute to strengthened processes and alignment of institutional or divisional/departmental objectives.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Aligned: Policies and union contracts direct the implementation of employee evaluations that reflect a process that is well established and occurs as part of a regular cycle.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Aligned: Bay College provides a comprehensive, inclusive recognition program for staff and faculty at all campuses and levels. Further, by establishing compensation priorities, and using multiple tools to gather employee input, the institution demonstrates a strong commitment to employee satisfaction and high performance.
Promoting employee satisfaction and engagement	Aligned: Programming to recognize high performance and contribution to the College community, compensation and training improvements, and the development of employee communication strategies are evident.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: The institution utilizes national tools as well as internal surveys and focus groups to gather employee satisfaction data.
Summary results of measures (including tables and figures when possible)	Systematic: Results show trends in employee satisfaction as it relates to several categories impacting employee retention and evaluation. However, results reported for the ESS are lower in a variety of categories than in previous years and suggest areas for improvement.
Comparison of results with internal targets and external benchmarks	Systematic: The <i>Chronicle</i> survey indicates almost 50% of the items were lower than comparisons. The College may benefit from historical data to set internal targets.
Interpretation of results and insights gained	Systematic: The College recognizes the potential the ECCT has in the interpretation of these results to inform future decisions and initiatives to understand recent drops in satisfaction ratings compared to previous years, especially as they relate to the College's leadership.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The development of the College's Cultural Beliefs, establishment of SMART goals and additional training are improvements that have resulted from the analysis of evaluation processes. The College has made improvements to its processes relating to employee recognition and evaluation, especially employee input and communication, as a result of its Action Project "Understanding And Meeting Our Employees' Needs" and through consultation with external sources.

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

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	Systematic: The College's maturity in supporting professional development may be strengthened with an explicit process to identify prospective programs to complement employee's own identification of development opportunities based on discrepancies in job knowledge, skills or abilities.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Aligned: Numerous initiatives and ample resources are allocated to ensure that instructors are current in their disciplines and are using effective pedagogical processes.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	Aligned: Dashboard indicators and the Cultural Beliefs form the basis for determining staff training needs.
Aligning employee professional development activities with institutional objectives	Systematic Feedback from the ESS and the ECCT was used to develop new on-boarding procedures and additional training. Bay College recognizes opportunities to improve orientation and communication of the values, mission and the Strategic Agenda.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Bay College tracks spending for professional development, the ESS and <i>Chronicle</i> surveys. Bay College may advance in maturity if it measured actual increases in job knowledge, skills or abilities.
Summary results of measures (including tables and figures when possible)	Aligned: Results from the surveys show that professional development is above average in a variety of areas and trends on the ESS are positive.
Comparison of results with internal targets and external benchmarks	Systematic Bay college spends about 0.7% of its budget on professional development and scores higher than peers on the <i>Chronicle</i> survey however, setting internal targets for the measures may be helpful.
Interpretation of results and insights gained	Systematic The College has been recognized for its commitment to technology and there have been some improvements generated from the survey results. A systematic interpretation of the data may add clarity in decision-making for improvement areas.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
There are reported enhancements in training leaders, certification of online instructors and improvements to the employee evaluation process including training for employees and supervisors. Bay College has reassigned office space and relocated several functional areas around its campuses in attempts to improve communication and collaboration. The College continues to capitalize on its employees' enthusiasm and training to build leadership capacity and a culture of quality improvement to value its employees.

AQIP Category Four

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

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

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Aligned: Bay has a procedure in place to review, refine and approve the mission. This procedure includes both a stakeholder input process and a formal review process allowing for updates as needed.
Ensuring that institutional actions reflect a commitment to its values	Aligned: Bay College orients its employees around its values through support from the President, listing strategic priorities on meeting agendas, and incorporating the values in discussion during routine employee evaluations and goal setting as an intentional step in the Institution's strategic planning process.
Communicating the mission, vision, and values	Aligned: The College's mission is shared with internal stakeholders through publications, meetings and web portals while external stakeholders learn of the mission through engagement of College faculty, staff and administrators in community affairs providing helpful connections and communication links.
Ensuring that academic programs and services are	Aligned: Extensive efforts prioritized by the Strategic Agenda emphasize student support, academic excellence and regional

consistent with the institution's mission	success through creation of cross-functional teams, program review and development, and community outreach.
Allocating resources to advance the institution's mission and vision, while upholding the institution's values	Systematic: Planned improvements to processes under the supervision of the Chief Financial Officer and Institutional Effectiveness department may continue to support Bay College's maturity in this area to promote linkage of values, mission and vision to financial strength.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The incorporation of additional tools beyond Bay College's use of employee satisfaction surveys may suggest additional outcomes to track to further support its maturity.
Summary results of measures (including tables and figures when possible)	Systematic Results in this area suggest employees understand the College's goals and can link their job responsibilities to the College's mission, but identification of additional measures in this area may offer more insight to stakeholders' understanding of mission, vision and values.
Comparison of results with internal targets and external benchmarks	Reacting: Bay College's maturity may be enhanced by the identification of internal targets for identified measures and through explicit comparison to external benchmarks, as none were evident.
Interpretation of results and insights gained	Reacting: Bay College may benefit from the explicit interpretation of its results to inform further improvements needed in developing, communicating and reviewing its mission and vision. Commitment to a feedback process will help to assist in improvements.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
A campus wide retreat held during the summer and beginning of the academic year in 2015 may support Bay College's efforts to review and update its Strategic Agenda according to its five year cycle. Bay Leadership Training programs and facilitators may help in communicating goals, direction, and cultural beliefs of the College across its campuses. Other improvements include integration of budget planning and quality initiatives.

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

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Systematic: While the creation of the Strategic Agenda engaged about 100 stakeholders in 2009, there is an opportunity for input from stakeholders with the 2015 strategic planning.
Aligning operations with the institution's mission, vision, values	Aligned: Institutional operations are carried out through a number of committees, with accountability to strategic directions, and decisions or recommendations to the President's Advisory Council.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Systematic: Although the committee structure is used to carry out defined functions, there is no evidence provided of how the committees coordinate and communicate amongst each other.
Capitalizing on opportunities	Systematic: The institution tracks regional and local trends and

and institutional strengths and countering the impact of institutional weaknesses and potential threats	gathers community feedback as a method of capitalizing on external input. There may be an opportunity to engage community stakeholders in campus activities and provide institutional participation in community initiatives.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Systematic: The Strategic Agenda with its three overarching priorities and five objectives directs decision-making and institutional actions, however, a clearer alignment of budget to strategic initiatives and communicating fiscal needs to the larger community may assist in gaining new resources.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned: Measures used to determine progress on the Strategic Agenda include various student success measures, community satisfaction data, the Employee Satisfaction Survey and the Balanced Scorecard.
Summary results of measures (including tables and figures when possible)	Systematic: Results reported for key performance indices show positive results for completion rates, financial indicators and community indicators. The College has the opportunity to track trends in its key performance indicators.
Comparison of results with internal targets and external benchmarks	Systematic: The institution has clear and well defined internal targets. External benchmark reporting was limited but do include MTEC indicators and national employee surveys.
Interpretation of results and insights gained	Systematic: Interpretation of the data led to insights on the committee structure and functions, communication and accountability issues; however, reporting was limited.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Committee reorganization has occurred, however specific future improvements have yet to be identified. Changes in committee structure and charge may provide a greater sense of engagement and accountability.

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

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	Systematic: Board members are active in the planning process and attend trustee meetings by the association and state. While this is helpful for development, there is no information provided regarding the relationship between the Board and upper administration.
Establishing oversight responsibilities and policies of the Governing Board	Aligned: Updated policies, professional development opportunities and levels of engagement are reviewed by the Board and the Bylaws establish the functions and role of the Board.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Systematic: The Board delegates management responsibilities to the President and academic issues to the faculty; however, some noted policies can be delegated to employees for greater empowerment such as the independent study course policy.
Ensuring open communication between and among all	Aligned: Robust systems are in place to enable open communication; further, these systems are evaluated regularly

colleges, divisions, and departments	through the use of the Employee Satisfaction Survey and the PIL program.
Collaborating across all units to ensure the maintenance of high academic standards	Systematic: Campus-wide representation and participation in CQIN efforts, professional development, and planning suggests that quality improvement is an institutional priority. Bay College recognizes the need to expand cross-training opportunities in a more deliberate fashion across the college.
Providing effective leadership to all institutional stakeholders	Systematic: Beyond the Board's function and role, and the presidential employee meetings, there is limited information on how leadership is provided by the administrative team.
Developing leaders at all levels within the institution	Aligned: Professional development and leadership skills are addressed at all levels with opportunities such as the PIL program and the Chair Academy.
Ensuring the institution's ability to act in accordance with its mission and vision	Systematic: Succession planning for the president is in place; however, the College recognizes an opportunity to expand its planning for key positions.

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Measures for Category 4 include the Employee Satisfaction Survey, focus group data and <i>Chronicle of Higher Education</i> survey.
Summary results of measures (including tables and figures when possible)	Systematic: Scores pertaining to the Board functioning and senior leadership appear to be lower than in past years on the ESS. While communication was identified as one issue, other issues may surface with the next administration of the ESS. The College has identified negative trends and is taking action for improvement.
Comparison of results with internal targets and external benchmarks	Systematic: Results for the <i>Chronicle</i> survey showed lower than benchmark scores for senior leadership, while overall job satisfaction was slightly higher. The College has the opportunity to establish trends and internal targets for the <i>Chronicle</i> survey that may be different from the peer group.
Interpretation of results and insights gained	Systematic Follow-up to the ESS via focus groups informed the College of key areas for improvement including communication and employee involvement in planning. Evaluating these improvements may enhance the maturity level.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College reports improvements including the identification of six cultural beliefs, "Let's Talk" sessions, using the SMART goals and the expectation of 100% training in the PIL certification.

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

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	Systematic: While the Board of Trustees is responsible for creating policies on ethical and legal practices, it is unclear how often these policies are reviewed. Beyond the publishing of student policies in the student handbook and web presence, it is unclear if other policies are

	published in the faculty and staff handbooks and orientation materials. There is an opportunity to enhance the communication of policies.
Training employees for legal and ethical behavior	Systematic: Outside of the hiring and employee orientation process, it is unclear how often or what topics are covered in continued training. Beyond the proposed Action Project, the College may benefit from creating a process for scanning State and Federal regulations (such as Violence Against Women Act (VAWA)), and legal needs for implementation of training requirements based on other identified needs.
Modeling ethical and legal behavior from the highest levels of the organization.	Systematic: Role modeling of expected ethical and legal behaviors is assessed through the evaluation system, but more clarity is needed on how it is linked to standards.
Ensuring the ethical practice of all employees	Systematic: The College has procedures to monitor practice of employees against standards of integrity to respond to offences and to complement the formal annual evaluations; however, extending the expectation for administrators may be helpful for the College to pursue.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	Systematic: Adherence to ethical policies and processes is implied, but the College may consider developing ways to ensure that expectations of ethical practices actually translate to ethical practice for all employees as it works toward aligned maturity.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Systematic: Program evaluation, publication of policies and procedures, and professional development is readily available on the College's website and catalog; however, there may be an opportunity to increase the frequency of review of program information published in the catalog and on the website.

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Although the College uses the ESS and <i>Chronicle</i> survey, identification of additional measures or tools may provide more information about institutional integrity not captured in these instruments.
Summary results of measures (including tables and figures when possible)	Systematic: Continued collection of data from the ESS on employee perception of supervisor behavior may provide trend data to further inform decision making, planning and training opportunities.
Comparison of results with internal targets and external benchmarks	Systematic: The <i>Chronicle</i> survey shows that Bay College results are below national benchmarks in areas related to Category 4. An opportunity exists to clearly establish internal targets and trend future results.
Interpretation of results and insights gained	Systematic: Through continued improvements and interpretation of data, Bay College recognizes key issues to enhance communication and have greater transparency.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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Bay College has taken steps to be more equitable in its budget allocations and increased transparency of the budget process with opportunities for input by faculty and staff to assist in identifying additional sources of monies and a needed response to changes in enrollment. The College has invested in training for Title IX and Clery Act compliance officers to support efforts to uphold legal and ethical standards.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

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

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Aligned: Bay College has a robust process for data tracking and reporting that includes comparative and longitudinal data and instructional and non-instructional feedback used for decision-making.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Aligned: Comprehensive management and sharing of data and customized reports provide access to decision makers in a coordinated, secure manner.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Aligned: Customization of data reports and training efforts support departmental data access and allow for extensive analysis of multiple types of data used to inform decision making. Coordination by the Presidential Advisory Committee (PAC), Institutional Research (I/R) and Institutional Effectiveness (I/E) staff insure that all reporting is reviewed in the context of institutional priorities.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Aligned: Comparative data provides a reliability check, while external and internal audits have resulted in improvements to the security of data, including an updated password policy, physical location of the Data Center, and a process to remove and create new role-based access.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Upgraded tracking and reporting tools have provided access to a wealth of information for decision making; however, it is unclear what measures exist to gauge Bay College's processes for data and knowledge management.
Summary results of	Systematic: While improvements are noted in tracking tools, maturity may

measures (including tables and figures when possible)	be enhanced with more explicit summary of results, once identified, to expose trends and inform continuous improvement efforts.
Comparison of results with internal targets and external benchmarks	Systematic: Although extensive benchmarking occurs in multiple areas, and is used to inform decision-making, the results were not clearly noted. Bay College may benefit from the creation of internal targets to provide feedback on performance in this area.
Interpretation of results and insights gained	Reacting: Bay College may be challenged to interpret, learn from, and inform process improvements with the limited results presented. There may be an opportunity for the College to determine performance results and use those results in the decision making process.

511. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Knowledge management processes are comprehensive, well-coordinated, and strategic. Improvements in tools, reporting, and training support the institutional planning processes and decision making. The College has several improvements planned for knowledge management including the transitioning of personnel information to a singular system, creation of a student data warehouse, and deployment of admissions and advising software enhancements. Lack of data about process efficiencies and effectiveness may hinder further improvements.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Aligned: Management of fiscal and physical infrastructures appears to be well coordinated and strategically supports long term planning efforts.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Aligned: The Board of Trustees and PAC agendas and planning are supported by budgetary projections and a planning structure that enables responsible resources allocation.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Aligned: PAC is responsible for using revenue projections to develop a five year model for allocation of resources. With PAC and academic administrative priority development and project oversight and allocation of resources are clearly tied to central planning efforts.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Consistent reporting on measures relating to the fiscal and technological infrastructure support benchmarking and institutional efforts to maximize resources; however, it is unclear how the development of a succession plan results are measured.
Summary results of measures (including tables and figures when possible)	Systematic: Improvements are noted; however, a more robust summary may articulate all the varied efforts and accomplishments Bay College has experienced in this area.
Comparison of results	Reacting: Comparative data appears to be collected but was not clearly

with internal targets and external benchmarks	reported.
Interpretation of results and insights gained	Reacting: A solid infrastructure and planning process appears to support improvements; however, the analysis of data gathered was not presented.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bay College has targeted efforts at implementing necessary improvements to occupational safety and health requirements. The institution has the opportunity to highlight significant quality improvements in the context of institutional priorities and planning efforts.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	Systematic: With Board of Trustee oversight, Bay conducts an annual budget process with five year projections and planning, yet it is unclear who is able to provide input to the budget discussions, beyond budget managers with access through the myBay portal.
Monitoring financial position and adjusting budgets.	Systematic: Budget managers have access to budget documents, fiscal forms, and reports, through the myBay portal; however, it is unclear what explicit process occurs or how data is used in decisions to adjust budgets, beyond purchasing requisitions, and to reconcile for unanticipated changes in financial position.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Aligned: Cross training of staff within the College’s Information Technology office promotes responsiveness to information and technological requests, data is secured by role-based access, and actions are guided by the College’s Strategic Plan.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Systematic; Beyond the monitoring of physical plant activities and committee oversight, it is unclear what explicit process is in place to maintain the physical assets of the College.
Managing risks to ensure operational stability, including emergency preparedness.	Aligned: Bay College has an extensive process inclusive of several key offices to enhance the safety and security of the campuses, provide training to faculty and staff for emergency responsiveness, and form ad hoc committees to manage unanticipated risks.

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: It is unclear what tools, beyond energy audit results, the College uses to measure effectiveness in its operations. Bay College may mature further if it considered additional sources of input to ensure its processes and systems are accessible and meet the needs of the users.
Summary results of measures (including tables and figures when	Systematic: A narrative summary is helpful, but does not show results for all the areas in which data appears to be gathered. Results from a recent energy audit show cost savings for the College and this model may be

possible)	helpful in showcasing other efforts to improve operational effectiveness through continuous improvement.
Comparison of results with internal targets and external benchmarks	Systematic: The College has been ranked nationally for its efforts in digital education, yet it is unclear what internal targets exist.
Interpretation of results and insights gained	Reacting: While significant data is gathered and supported by a robust knowledge management system and infrastructure, the interpretation of data is not shared. Without informed targets or results for performance, the College may find it difficult to interpret and plan improvements in budget processes, risk management, physical assets and sustainability.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The links between campuses through Active Directory, support of the Green Revolving Fund, and safety planning are examples of operational and resources management results. Investments in technology and staffing, coupled with departmental effort, have resulted in improvements in operational effectiveness. College-wide training programs in risk management, compliance, and safety may advance Bay’s maturity in this area.

AQIP Category Six

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

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

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	Aligned: Action plans are selected by the President’s Advisory Council (PAC) that align to the mission and strategic priorities with implementation through committees or task forces. Bay College uses both qualitative and quantitative measures to evaluate its quality improvement initiatives.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Aligned: Action Projects have occurred as a result of attendance at the Strategy Forum, feedback from the 2010 portfolio and the intensive review of processes for the 2015 portfolio submission.

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	Aligned: The College has completed four Action Projects and is engaged in three others which began in 2014 and address issues from the planning process and the last portfolio submission. Improvements are reported to processes as a result of completion of these projects.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts

A number of improvements are reported by the College including accomplishments from Action Projects and from involvement with the Continuous Quality Improvement Network (CQIN). Most notably student learning outcomes were established along with measurements for all programs and General Education and certification of faculty in online learning. Also notable is Bay College's use of the Quality Matters rubric to advance quality improvement initiatives in relation to online courses. Results of quality improvement initiatives are apparent as levels of both student satisfaction and employee engagement have increased.

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

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	Aligned: Use of Action Projects and appraisal feedback in the context of the Strategic Agenda has enabled the institution to align AQIP quality improvement efforts with the Culture of Success initiatives; Bay College's committee structure supports project implementation.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Systematic: Membership in CQIN and the quality initiatives of the various committees provides opportunity for campus participation; however, planning specific AQIP campus events may be beneficial in reinforcing the College's commitment to the shared values of continuous improvement and introducing the CQI process to new employees.
Ensuring the institution learns from its experiences with CQI initiatives.	Aligned: A comprehensive data analysis and communication plan enables informed decision-making and transparent planning processes.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	Integrated: The integration of AQIP Action Projects, commission feedback, and CQI initiatives into the institution's planning structure is well documented, and Bay College has actively engaged in AQIP activities with submission of its third portfolio, robust Action Projects and attends the annual CQIN Summer Institute.

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

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Aligned: The institutional planning infrastructure, resources, and initiatives related to a culture of quality are apparent through on-going training, support of staff involvement in HLC Peer Review Corps, strategic Action Project development and alignment with the Strategic Agenda, and an inclusive communication plan regarding quality improvement.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College cites the next strategic planning process, portfolio feedback, ongoing professional development, and the CQIN Summer Institute as opportunities to generate ideas for future improvement. Changes in organizational structure and communication have provided greater opportunity for self-examination and strategic alignment.

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>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.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<ul style="list-style-type: none"> • Regular review and revision of the mission, vision and values occurs with the inclusion of numerous stakeholders for input and approval by the Board. • Institutional planning and budgeting priorities are aligned with the mission that includes student success, community success and culture of success. • Academic programs and services are focused on student success as is the core mission. • Bay’s 2009 Strategic Agenda was developed over a year-long series of talks that involved numerous stakeholders and is under review and redevelopment as of March 2015. • The President’s Advisory Council updates and reviews objectives on an annual basis to ensure relevancy. • Strategic priorities are incorporated into meetings, departmental goals, and individual employee evaluation to maintain consistency with Bay’s mission and vision. Connection to the priorities and objectives is maintained through program review and academic program and support design. 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>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.</p> <p>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.</p> <p>3. The mission document or</p>	<ul style="list-style-type: none"> • The mission is communicated clearly through the catalog, website, at Board presentations, internally at campus events and to the community at public events. • Flowing from the mission are the institutional priorities and the Strategic Agenda with its objectives that directs academic programming and student services to meet student and stakeholder needs. • The mission statement includes the core characteristics and nature of the institution. • The mission, vision and values are reflected in the planning process and development of institutional priorities, as well as community partnerships. 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>		
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<ul style="list-style-type: none"> • Bay College uses the PERT process to assess the validity and effectiveness of academic programs; the PERT process requires that programs are assessed to determine how well academic programs are addressing societal needs. • The College use surveys, focus groups, and advisory committees to understand the relationship between the institutional mission and key stakeholders. • Standard practices (SWOT, Program Review analysis, etc.) are used to determine sustainability and feasibility. These consider demands/needs of changing social and economic realities. • Although not explicitly explained, it is assumed that the board oversight includes the context of college mission. • Bay College could clearly address its role in a multicultural society and the evidence provided in the portfolio could address how the College's processes and activities reflect attention to human diversity. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.D. The institution's mission demonstrates commitment to the public good.</p> <p>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.</p> <p>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.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<ul style="list-style-type: none"> • The institution regularly engages with external constituencies in the design and development of programs and services including occupational advisory committees to meet stakeholder needs in alignment with the objectives of the Strategic Agenda. • Appropriate stakeholders, both internal and external, are engaged during the strategic planning process. • Bay College's mission statement appropriately focused on articulating the College's educational role and public obligation. • Bay College's Fiscal Year 2015 Capital Outlay Budget Information demonstrates that the College's educational responsibilities are primary to its operation. • Decisions on community engagement must align with institutional mission, values, the strategic plan, and service to key stakeholders and partners. • Bay College was successful in attaining a recent millage renewal which required community support and enabled the strengthening of the college / community partnership. • The president, trustees and PAC representatives are actively involved in various community, civic and social events and organizations. 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Two. Integrity: Ethical and Responsible Conduct

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<ul style="list-style-type: none"> • Board of Trustees policies guide procedures that inform legal and ethical behavior of all employees and Board members who are expected to model ethical behavior. • Bay College's Master Plan, budgeting process and capital outlay plan as well as the Board of Trustee policies and meeting schedules are made public, as appropriate. • Expectations of ethical behavior are published in the catalog, student handbook and on the website. • Personnel evaluations include ethical behavior expectations and ethical issues are overseen by the Human Resources Department. • Financial audits and policies ensure financial integrity. • Bay College commits resources to training related to ethical practices (e.g. FERPA training and sexual harassment). 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>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.</p>	<ul style="list-style-type: none"> • Bay College uses a variety of methods including the website and catalog, to communicate programs and requirements to faculty and staff, costs to students, and accreditation relationships to students and other interested parties. • There is a multifaceted communications plan including appropriate media channels (print, web, etc.) for making information accessible to prospective students. • Faculty and staff are listed in the catalog and on the website. • Accreditation affiliation with the Higher Learning Commission is accurate and communicated in the catalog and on the website. 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board's deliberations reflect priorities to preserve and enhance the institution.</p> <p>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.</p>	<ul style="list-style-type: none"> • The composition, organization, appointment process, and duties of the board are well-defined; including monthly meetings to review and approve policies and semi-annually to discuss goals and objectives. • Meeting times and minutes are published on internal websites for employee access. • Leaders at Bay College set directions in alignment with the mission, vision, values, and commitment to high performance. • The Board of Trustees has policies in place to delegate administrative authority to the College's President and academic authority to faculty and academic administrators. • Bylaws of the Bay College Board of Trustees ensures that all officers are elected as prescribed by state law and articulates policies for citizen participation at regularly scheduled meetings. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> X Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>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.</p> <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>		
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<ul style="list-style-type: none"> • Bay College's Board of Trustees has formal Academic Freedom and Academic Integrity policies. Procedures are in place to address ethical breaches of the Academic Integrity policy. • These are communicated in the Student Handbook, most specifically in the Academic Integrity Policy and Student Code of Conduct. Violations of the policy are governed and logged by the Dean of Admissions. • Faculty, staff, and administrators are expected to ensure ethical teaching is occurring and exhibit behavioral expectations. • Adjunct and full-time faculty are regularly evaluated and a discussion of ethical behavior is included in these reviews with academic deans. • The annual Employee Satisfaction Survey provides data on ethical behavior. 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>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.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<ul style="list-style-type: none"> • Bay College's Board of Trustees governs academic freedom and integrity through its published policies in the college's Catalog, website and Student Handbook. • The Academic Integrity policy defines seven types of academic dishonesty while outlining the documentation needed and process to follow if a violation is suspected. • The annual faculty and course evaluation processes, along with institutional appeal and student grievance policies, allow for regular review and enforcement of adherence to published policies for academic honesty and integrity. • Recently revised procedures allow for better tracking of academic integrity violations. • All faculty, staff, and administrators are expected to ensure ethical teaching is occurring and exhibit behavioral expectations. 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Three. Teaching and Learning: Quality, Resources, and Support

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>3.A. The institution's degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations.</p>	<ul style="list-style-type: none"> • Bay College uses results from its assessment of student learning outcomes process to ensure that its courses and programs are current and appropriate. • The College has recently strengthened its online instruction by deploying training and review processes focused on the Quality Matters Rubric. • Academic administrators and faculty members collaborate to ensure that program rigor is consistent across all modes of delivery and all locations. • Bay College articulates general education goals as well as program goals for all degree and certificate programs. • The College responds to stakeholders needs for designing programs and courses that are relevant, meet goals, address student needs, as well as meet higher education and specialized accreditation requirements. • The program development process is inclusive and follows a well-established review process, with check and balances in place at multiple levels. 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>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.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>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</p>	<ul style="list-style-type: none"> • Bay College's General Education Team (GET) meets regularly to review and update outcomes of educational programs, aligns common learning outcomes with the College's mission, ensures their relevance, and articulates the purposes of the outcomes. • Each of the five learning outcomes are aligned with educational offerings and are stated in the college catalog, student handbook, and class syllabi • The Assessment Committee meets regularly to oversee general education student learning outcome assessment. • The Curriculum Committee governs revisions to course outcomes that have been reviewed and proposed by faculty through assessment and from recommendations from the General Education Team. • The Program Evaluation and Review Team (PERT) assesses and improves student learning by comparing program outcomes to state and national certifications, licensure needs, professional development, student satisfaction, graduate data, employers, enrollment, and other internal and external indicators. • The College engages in collecting, analyzing, and communicating information to adapt to changing needs. 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>and attitudes that the institution believes every college-educated person should possess.</p> <p>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.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>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.</p>		
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>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</p>	<ul style="list-style-type: none"> • Bay College invests resources into professional development of faculty and staff, offers in-service training, and participates in regional, state, national conferences and both full- and part-time faculty are required to participate in development activities. • Budgeting and planning processes are used to ensure that the College has sufficient faculty and staff to carry out its instructional and student support services mission. • All student-support advisors are qualified to teach as faculty and possess classroom experience. • As faculty are assigned to courses, the deans are responsible for ensuring the faculty possesses the qualifications to teach the courses to which they are being assigned. • The College follows a comprehensive hiring process including reviewing position descriptions, advertising, behavioral interviewing, verification of credentials and on-boarding to ensure relevancy and fit for faculty and staff. • HLC standards are followed so that faculty teaching in general education courses is expected to possess at least a master's degree in their subject matter while occupational faculty are expected to have industry certification and years of experience. • Data regarding teaching loads, enrollment trends and 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>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.</p>	<p>staffing recommendations are presented to the President's Advisory Council annually to prioritize needs for sufficient resources and faculty and staff to maintain quality programs and services.</p> <ul style="list-style-type: none"> • Full-time and adjunct-faculty adhere to office hour requirements, and faculty is provided with office space to meet with students. • Faculty and staff are evaluated on a regular schedule by their immediate supervisor; tenured faculty is evaluated every three years while adjunct faculty is evaluated every two years for teaching effectiveness. 	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>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.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning.</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<ul style="list-style-type: none"> • The College received Title III funds to enhance student academic support. • Bay College participates in Achieving the Dream and operates a TRIO student support services. • The Research Data Analyst provides data to inform the College on student academic performance to match student support needs in conjunction with Placement for Success guidelines and scores on the ACT or COMPASS. • Bay college uses SOAR sessions to provide students with information, resources and advising services. • Select accelerated course offerings are in place to help underprepared students to be more successful in addition to a dedicated staff in Transitional Studies. • An early alert system is in place, gatekeeper courses are closely monitored and the FYE provide additional support for student learning. • Training and support needs for faculty and students are identified through Academic Affairs and Student Services. The institution provides technical and instructional design support to faculty in the design of online course. • Bay College provides a variety of support services including library research, career exploration, and academic advising. 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its</p>	<ul style="list-style-type: none"> • Bay College's common learning outcomes are aligned with the mission and appropriate for the nature of the institution. • Student may be involved with the Campus Activities Board or make a proposal to form a student organization. • A variety of approved co-curricular activities is supported through student fees and is connected to 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be</p>

<p>students.</p> <p>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.</p>	<p>the field of study to enhance the educational experience.</p> <ul style="list-style-type: none"> • Bay College has processes in place to underwrite student groups and activities. • The college demonstrates commitment to student development, both academically and professionally. 	<p>improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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Criterion Four. 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.

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>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.</p>	<ul style="list-style-type: none"> • The Curriculum Committee considers new course proposal or revision to existing courses in regard to relevance, quality, level and rigor. • A formal Program Development Process is in place for evaluating proposals for new programs. • Faculty determines the preparation needed for programs and the standards for program admission. • Bay College follows the Michigan Transfer Network agreement, has articulation agreements with other colleges, and has options for advanced placement. • Board policies are in place to determine the acceptance of transfer credit. • Program review occurs on a five year cycle and is facilitated using the PERT (Program Evaluation and Review Team) process that is systematically employed for both academic and non-academic programs. • Bay College utilizes Placement for Success guidelines as it reviews prerequisites for courses. • The College pursues specialized accreditation as appropriate to the institutional mission. 	<p>X <input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>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.</p>		
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>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.</p>	<ul style="list-style-type: none"> • Common Learning outcomes is clearly stated, reflects the mission, reflects best practice, and is assessed on a four year cycle by the Assessment Committee. • The Curriculum Committee approves suggested revisions based on the assessment of student learning. • Faculty determines the learning outcomes and is involved in the program design to ensure continuous quality improvement. • Learning assessments are embedded in capstone courses. • Ongoing assessment at the program level, and formal program review every five years, provides annual reviews for actionable change and improvements. • Outcomes are noted for varied degree, licensure and certificate programs. • The General Education Team and the Assessment Committee systematically establish and review all outcomes data. 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>4.C. The institution demonstrates a commitment to</p>	<ul style="list-style-type: none"> • Bay College has focused on persistence rates and hired a Success Coach who supports first year 	<p><input checked="" type="checkbox"/> X Strong,</p>

<p>educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>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.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.</p>	<p>students and infuses On Course strategies into learning communities.</p> <ul style="list-style-type: none"> • The College tracks IPEDS completion rates, the two year completion rate, yearly and semester persistence rates, course completion rates, and course pass rates. • Analysis of retention, persistence and completion rates and the determination of Bay College's targets that are or are not met is tracked at all levels and improvements are implemented as needed. • The College has set targets for retention, persistence and completion. • The College established a Student Success and Completion Committee. • Bay College earned a 2013 national ranking in the Washington Monthly for its ranking of retention, graduation, transfer rates and credentials awarded. 	<p>Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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Criterion Five. 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.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological</p>	<ul style="list-style-type: none"> • The College encourages professional development through attendance at professional meetings, conferences, and in-service opportunities to assist faculty in remaining current in their field and supporting staff in knowledge and skills relevant to their job performance. • In support of the College's mission of student success, the Chief Financial Officer provides oversight to budgeting while the Vice President of Operations ensures the College's sustainability, physical 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

<p>infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>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.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas is appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>infrastructure and safety.</p> <ul style="list-style-type: none"> • The use of myBay web portal supports the routine monitoring of financial procedures, budget documents and reports. • The annual budget process is approved by the Board of Trustees after planning is completed by departments, following established policies, and includes review of institutional goals within the Strategic Agenda that flows from the mission. • Risk management is mitigated through the Crisis Policy Team and the Behavior Assessment Team with on-going employee training concerning safety, emergency preparedness, and other operational issues. • A well-trained Information Technology staff protects and manages information and technology infrastructure through a variety of systematic processes. • Both the full-time and adjunct-faculty association contracts provide guidelines for support of professional development to ensure that faculty and staff have access to appropriate training. 	<p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies in the institution's governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through</p>	<ul style="list-style-type: none"> • Bay College reviews its Strategic Agenda every five years which includes communication of information contained in the Strategic Agenda, definition of priorities, objectives and action steps, and documentation of actions taken to support the agenda. • Agenda notes of the President's Advisory Council are shared with employee groups to ensure operations and actions are centered on the mission. • A series of nineteen committees (Service to the College) are deployed across the College's operations to promote growth, recommendations to the President's Advisory Council, and to make decisions regarding operational issues. Options exist to form ad hoc committees to address issues, policies or procedures as they arise. • Regular college, division and department meetings complement committee and governance bodies to communicate information and to promote collaboration between stakeholders for operational efforts. • The BOT policy review process and professional development activities offered through ACCT and MCCA ensures effective oversight by the BOT. • The president meets regularly with employee groups to communicate PAC agendas and decisions as well as Employee Satisfaction Survey results. 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>effective structures for contribution and collaborative effort.</p>		
<p>5.C. The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>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.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>	<ul style="list-style-type: none"> The College's Institutional Effectiveness office provides data reports to decision makers for the development of goals, maintenance of information toward those goals and communication of progress. The Chief Financial Officer and Vice President of Operations monitor maintenance costs, input from academic programs, data from student services offices, and safety and security. The Board of Trustees approves budgets and capital expenditures, but the President and budget managers monitor financial decisions in alignment with the mission of the College. Bay College Master Plan: 2014-2017 demonstrates the institution's commitment to systematic and integrated planning processes. The Strategic Agenda includes three priorities including Student Success and is linked to resource allocation for academic planning and student learning assessment, and evaluation of operations. Bay College's Fiscal Year 2015 Capital Outlay Plan and Budget Report demonstrates that the institution allocates resources in alignment with mission and priorities. 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>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</p>	<ul style="list-style-type: none"> Documented processes allow for the identification and correction of process failures which supports institutional effectiveness and sustainability of systematic performance and continuous quality improvement (CQI). The institutional priority, Culture of Success, has multiple levels of key performance indicators to support CQI including Institutional Effectiveness reports of progress toward stated institution-wide goals on retention, completion and other performance indicators. The College's commitment to professional development and CQI with allocated resources for opportunities, participation in the Partners in Leadership, and Continuous Quality Improvement Network have resulted in process and operational 	<p><input checked="" type="checkbox"/> X Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Deleted:

	<p>improvements.</p> <ul style="list-style-type: none">• Bay College has chosen AQIP as its accreditation pathway with having written three Systems Portfolios, the College has learned from its operational experience during this time and applied learning as a result of Systems Appraisal Feedback Reports.• Bay College has implemented numerous Action Projects and has documented evidence improvements resulting from these projects.	
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