AQIP Systems Portfolio

Category One - Helping Students Learn

Category One Overview

Since 2011, the College successfully completed five action projects in the area of Category One - Helping Students Learn. As a result of this continuous improvement project work, the College is moving from systematic to aligned maturity for our processes and results in this category. The College updated its academic assessment process, implemented program reviews, revised its entrance and placement exam process and began a two-year pilot, initiated a new process for handling all prior learning, revamped General Education Objectives and philosophy, and aligned all course objectives.

From the submission of the last systems portfolio in 2011, Midstate College has identified specific key student groups and at risk student subgroups as well as developed methods to maximize their educational experience through various support services. Despite our performance and evidence of success, we now turn our efforts to data gleaned from our Retention Action Project which will act as an impetus for identification of not only additional student groups but will also assess needs and refine methods to better serve Midstate College students as we continue to move forward.

The College offers a variety of diplomas, associate degrees, and bachelor degrees. The following lists all of our offerings:

- *Bachelor Degrees:* Bachelor of Business Administration; Bachelor of Science, Accounting; Bachelor of Science, Health Information Administration (Pending Final Approval from ED); Bachelor of Science, Health Services Management; Bachelor of Science, Computer Information Systems; Bachelor of Science, Realtime Reporting; Bachelor of Arts, Law and Social Justice.

- *Associate Degrees*: Associate of Applied Science, Administrative Professional; Associate of Applied Science, Business Administration; Associate of Applied Science, Business Computer Accounting; Associate of Applied Science, Computer and Information Science; Associate of Applied Science, Health Information Technology; Associate of Applied Science, Medical Assistant; Associate of Applied Science, Paralegal Studies.

- *Diplomas*: Medical Coding and Billing, Medical Office Technician, Pharmacy Technician, Office Assistant.

The College maintains the following program accreditations: the Bachelor of Science in Realtime Reporting is certified by the Council on Approved Student Education of the National Court Reporters Association and has met the General Requirements and Minimum Standards established by said board. The Health Information Technology Associate of Applied Science is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The Midstate College Medical Assistant Associate of Applied Science is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), upon the recommendation of the Medical Assisting Educational Review Board (MAERB). The Midstate College Paralegal Studies Associate of Applied Science is American Bar Association (ABA) approved.

In order to accommodate the needs of our student population, we offer a variety of instructional delivery methods for our programs: daytime, evening, and weekend courses in a traditional classroom environment, independent/arranged study, internships/externships, eLearning, and hybrid/blended delivery called flex learning.

Subcategory One: Common Learning Outcomes

1P1: Processes

Determining and aligning common learning outcomes:

The College has a process for determining and aligning our common learning outcomes. The General Education committee is comprised of Program Directors, administrators, full-time faculty, and General Education adjunct faculty members. This committee evaluates the General Education curriculum, philosophy, and objectives as part of the annual academic assessment and Catalog curriculum review cycles. Their work to keep the General Education Objectives current is guided by the College's Mission and Institutional Objectives as well as our participation in the Illinois Articulation Initiative (IAI) and use of the General Education Core Curriculum (GECC). When the College Mission and Institutional Objectives are updated, the General Education Objectives are reevaluated to ensure alignment. (3.B.1, 3.E.2)

The College defines our common learning outcomes as our General Education Objectives, and the General Education committee has mapped these objectives to General Education descriptors to promote interaction and discussion with advisory boards as well as for overall ease of use. [See Figure 1P1.1] To ensure that our General Education Objectives fully support the Institution's Mission and Institutional Objectives, the General Education committee has developed matrices to demonstrate alignment of the General Education Objectives to the Mission and Institutional Objectives. [See Figures 1P1.2, 1P1.3] Additionally, the General Education Objectives are mapped to the College's General Education curriculum. (3.B.1) [See Figure 1P1.4]

Figure 1P1.1: General Education Objectives and Descriptors

General Education Descriptors	General Education Objectives
Communication	Optimize written and oral communication by composing coherent essays, critical analyses, research papers, and documents, and delivering organized and coherent speeches and presentations using appropriate language, grammar, and documentation.
Information Fluency	Demonstrate information fluency by locating, evaluating, and effectively using information from a variety of sources.
Critical Thinking	Demonstrate critical thinking skills by analyzing issues, case studies, and texts, and taking into account contrasting points of view and adopting a position supported by evidence.
Quantitative Reasoning	Demonstrate quantitative reasoning skills by generating solutions and recommending a course of action.
Interpersonal Skills	Demonstrate interpersonal skills by contributing productively in small groups by assuming accountability, modeling appropriate behaviors, recognizing strengths and weaknesses of other individuals, and demonstrating the importance of compromise.
Global Awareness	Develop global awareness and appreciation of social and cultural diversity in the world by analyzing an issue from the perspective of another cultural tradition and demonstrating an understanding of and respect for cultural differences.
Professionalism	Demonstrate professionalism with self-management skills including goal setting and time management.

Mapping of Institutional Objectives to Mission Statement Matrix: The Mission of Midstate College is (1) to provide educational opportunities that emphasize skills and knowledge that will allow the student to adjust through a lifetime of social and technological change. (2) We recognize that education is vital in developing skills needed for a productive society and (3) essential in promoting the individual's sense of worth, values, and high ethical standards. (4) The College is committed to offering quality education that meets the needs of its students and assisting them in clarifying and pursuing their professional and educational goals.

Figure 1P1.2: Institutional Objectives Related to the Midstate College Mission

Institutional Objectives: In fulfilling the Mission of Midstate College, the Institution sets forth the following objectives which reflect the overall goals of the College.	Mission			
	1	2	3	4
1. To provide a varied selection of academic curricula in business and specialized areas enriched with instruction in general education.	✓	✓	✓	✓
2. To provide the students with a background of job skills which will enhance their employability.	✓	✓		✓
3. To provide the students with basic skills which contribute to success in their careers and in their private lives.	✓	✓		✓
4. To lead the student in the self-discovery process of clarifying and raising the individual's goals and achievements commensurate with the student's potential.	✓	✓	✓	✓
5. To provide a framework and atmosphere of learning which will enhance the student's capability to demonstrate ethical and moral values in professional, personal, and business situations.		✓	✓	
6. To strive for and maintain excellence in business, specialized, and general education by systematically reviewing classroom facilities, equipment, curricula, faculty, and staff.				✓
7. To make available to our students activities and experiences which foster personal growth and leadership qualities that will assist students in their social, vocational, and academic pursuits.	✓	✓		✓
8. To provide placement assistance for graduates and students through individual counseling.				✓
9. To maintain a process of communication with the community of employers to assure relevant curricula to meet the developing needs of the economic community.	✓	✓		✓

Figure 1P1.3: General Education Objectives Aligned with Institutional Objectives

General Education Objectives	Institutional Objectives [See Figure 1P1.2]								
	1	2	3	4	5	6	7	8	9
Communication	✓	✓	✓	✓		✓		✓	✓
Information Fluency	✓	✓	✓	✓		✓		✓	✓
Critical Thinking	✓	✓	✓	✓	✓	✓			✓
Quantitative Reasoning	✓	✓	✓	✓		✓			✓
Interpersonal Skills	✓	✓	✓	✓	✓	✓	✓		✓
Global Awareness	✓	✓	✓	✓		✓	✓		✓
Professionalism	✓	✓	✓	✓	✓	✓	✓	✓	✓

In 2013, the College declared an action project called Refining General Education. In 2014, through extensive research, the action project team benchmarked General Education practices from 17 other institutions to our General Education information. In addition, the committee compared our curriculum to GECC recommendations from IAI and submitted changes for approval. The action project committee

also used the policies of the Illinois Board of Higher Education regarding degree level requirements for General Education to verify that our General Education curriculum was at the appropriate degree level. In 2014, as part of this project, a process was created to annually review General Education requirements from state, regional, and program accreditation within the cycle of College Catalog updates. Between 2014 and 2015 the General Education committee, along with all faculty, revised the General Education Objectives and Philosophy and added to the General Education course curriculum through working committees, faculty meeting sessions, and surveys. (3.B.1, 3.B.2, 4.B.4)

Articulating and assessing common learning outcomes and ensuring the outcomes remain relevant and aligned:

There is an annual process for reviewing and publishing the General Education Objectives, Philosophy, overall course listing, and degree program General Education course requirements in the Catalog; this information is available on the College's website. (4.B.1) Additionally, all advisory boards review and evaluate the General Education curriculum and objectives (up to two per year) to ensure the College is teaching the skills that are needed in this subject area. (3.B.4)

General Education assessment follows the annual academic year assessment cycle as shown in 1P2. In the Summer of 2015, an Assessment Plan was established to assess one of the updated General Education Objectives during the 2015-2016 academic year, and results were reviewed in the annual Assessment Report. (4.B, 4.B.1, 4.B.2, 4.B.4) [See Figure 1R1.6] A new 2016-2017 Assessment Plan was implemented this year. The rubrics created by the General Education committee, which match each General Education Objective, are used in correlation with the annual assessment plan.

The College holds quarterly assessment activities such as assessment days and program department assessment sessions. Examples of work completed during the 2015-2016 assessment activities include:

• Remapped General Education coursework to the newly revised General Education Objectives; the matrix, a sample of which is shown in Figure 1P1.4, contains level of achievement through the mapping of courses to demonstrate where objectives are Introduced (I), Reinforced (R), and Mastered (M).

• Reviewed the completed General Education rubrics to ensure they are mapped to the revised General Education Objectives. [See Figure 1R1.1]

• Created two new draft versions of rubrics to match to new General Education Objectives.

• Worked and refined the rubrics that are scheduled to be normed.

• Conducted annual training on rubric usage.

Figure 1P1.4: Mapped General Education Objectives to General Education Courses (Sample)

General Education Courses	Written & Oral Communication	Information Fluency	Critical Thinking	Quantitative Reasoning	Interpersonal Skills	Global Awareness	Professionalism
	1	2	3	4	5	6	7
BUS201 Professional Development	I	R					R,M
ECO144 Introduction to Macroeconomics	R	I	M	M			
ECO145 Introduction to Microeconomics	R	I	M	M			

General Education Courses	Written & Oral Communication	Information Fluency	Critical Thinking	Quantitative Reasoning	Interpersonal Skills	Global Awareness	Professionalism
	1	2	3	4	5	6	7
ENG109 Principles of Speech	I,R,M	I,R,M	I,R		I,R	I,R	I,R,M
ENG116 Composition	I,R	I,R	I,R		I		I,R
ENG117 Advanced Composition	R,M	R,M	R,M		R		R,M
FSN260 Food Science and Nutrition	R	I	R	R		R	R
HIS130 U.S. History I	I,R	I,R	I		I	I,R	
HUM110 Human Potential	R		I,R	I	I,R	I,R	I,R
MAT140 College Algebra				R,M			

Incorporating into the curriculum opportunities for all students to achieve the outcomes:

Bachelor- and associate-level students have the opportunity to achieve the General Education Objectives. Diploma-level students have the opportunity to achieve up to two General Education Objectives depending on the degree. Coursework in all degrees is mapped to the General Education Objectives. All degree programs contain a humanities course called Human Potential; this course has a standard assignment which helps students discover their individual learning style. (3.B.3)

Designing, aligning, and delivering co-curricular activities to support learning:

The College has a process for managing Co-curricular Activities. It starts with linking the College's General Co-curricular Activities directly to Institutional Objective 7 and, in turn, to the Mission. The Director of Student Affairs oversees and manages all aspects of the general Co-curricular Activities. As part of annual strategic planning, the Student Affairs department analyzes student and graduate survey feedback and sets departmental goals as a result of processing this data. Figure 1P1.5 demonstrates the relationship mapping between elements of Institutional Objective 7 and General Co-curricular Activities and Experiences. (3.E, 3.E.1)

Figure 1P1.5 General Co-curricular Activities and Experiences Mapping

Components of Institutional Objective 7	General Co-curricular Activities and Experiences
1. Personal growth	Student Volunteer/Achievement Program (SVAP)
2. Leadership qualities	Student Volunteer/Achievement Program (SVAP)
3. Social	Campus events such as cookouts
4. Vocational and academic pursuits	N/A; see Figures 1P2.1 and 1P2.2

1R1: Results

Graduate Exit Surveys provide indirect assessment results from graduates who provide feedback regarding General Education Objectives. [See Figure 1R1.2] Additionally, the College asks questions regarding the importance of active citizenship and if our graduates have a better understanding of global

cultures as well as people of different racial and ethnic backgrounds. [See Figure 1R1.3] This information is reviewed and analyzed in the annual in-services using SWOTs for analysis and departmental goal setting activities. (3.B.4) The College also uses feedback from the Student Opinion Survey (SOS) to measure students' satisfaction with co-curricular opportunities. [See Figure 1R1.4] These feedback results drive goal setting and decision-making. Additionally, the College measures graduates' self-development reporting by surveying how well they feel we fulfilled Institutional Objective 7. [See Figure 4R1.3]

The College is beginning the second year of the annual assessment process for the newly revised General Education Objectives. Figure 1R1.1 outlines the assessment results from the previous assessment cycle, rubrics used to assess student work, and assessment cycle by year.

Figure 1R1.1: Snapshot of General Education Assessment

Descriptors of General Education Objectives	Tools	Year(s)	Results
Communication (Revised 2015-2016 Catalog)	Writing Assessment Rubric	2010-2011 2011-2012 2012-2013	Basic English requires longer writing assignments and more focus on APA/MLA. Composition I and II have increased writing mechanics in their curriculum. Trained faculty on use of this adopted and normed rubric to be used by all writing assignments.
	Oral Communications Rubric	2011-2012 2012-2013 2013-2014	Increased the number of speeches and methods of training for ENG120; trained faculty on use of this adopted and normed rubric to be used for all oral communication assignments.
Information Fluency (New 2015-2016 Catalog)	Information Fluency Rubric	2021-2022	Completed.
Critical Thinking (Revised 2015-2016 Catalog)	Critical Thinking Rubric	2020-2021	Completed.
Quantitative Reasoning (Revised 2015-2016 Catalog)	Quantitative Analysis Rubric	2015-2016 2016-2017	In process of being revised and normed.
Interpersonal Skills (Revised 2015-2016 Catalog)	Interpersonal Communications Rubric	2017-2018	Completed.
Global Awareness (New 2015-2016 Catalog)	Global Awareness Rubric	2018-2019	Completed.
Professionalism (Revised 2015-2016 Catalog)	Student Professionalism Rubric	2019-2020	Completed.

Overall, our students are extremely satisfied with their achievement of the General Education Objectives. It is important to note that the General Education Objectives were revised for the 2015-2016 academic year; thus, the summary below is based on the previous General Education Objectives. [See Figure 1R1.2]

Figure 1R1.2: Graduate Exit Survey Results as Related to General Education Objectives

General Education Objectives	2011-2012	2012-2013	2013-2014	2014-2015	Overall Average
Effectively communicate in writing	4.54	4.58	4.55	4.65	4.57
Utilize effective oral communication skills	4.41	4.50	4.46	4.56	4.47
Demonstrate ethical reasoning	4.56	4.60	4.57	4.70	4.60
Demonstrate critical thinking skills	4.47	4.54	4.55	4.72	4.55
Demonstrate quantitative reasoning skills	4.45	4.51	4.52	4.61	4.50

General Education Objectives	2011-2012	2012-2013	2013-2014	2014-2015	Overall Average
Demonstrate interpersonal skills	4.46	4.47	4.48	4.61	4.49
Practice tolerance	4.46	4.54	4.56	4.62	4.53
Demonstrate professionalism	4.54	4.64	4.64	4.76	4.62

Ratings regarding Graduate Exit Survey are on a 5.0 scale.
Scores have been averaged across survey responses from each academic year.

The overwhelming majority of students agree that their understanding of global cultures, as well as people of different racial and ethnic backgrounds, has improved as a result of their education at Midstate College. For this reason, this is an area of strength. [See Figure 1R1.3] An area where we could improve is reflected in this figure as well, as a larger percentage of students were either unsure or disagreed that their education at Midstate helped them realize the importance of active citizenship. [See Figure 1R1.3] Given that the majority of the students selected "unsure" for this question presents us with the opportunity to more clearly link the community service activities on campus (food and clothing drives, Student Volunteer/Achievement Program (SVAP), and book donation activities) with the concept of being an active citizen. Making minor changes in this area could also help boost the internally lower satisfaction scores in relation to Co-curricular Activities as they compare to other items in the SOS. [See Figure 1R1.4] We recognize that the score in this area falls within the satisfied range, and we believe that it is due to being a commuter campus where interest level in Co-curricular Activities is low. The College has strategic planning processes in place to regularly analyze SOS results and make improvements through departmental goal setting. (1.C)

Figure 1R1.3: Graduate Exit Survey Results as Related to Global Culture and Citizenship

Global Culture and Citizenship	2011-2012	2012-2013	2013-2014	2014-2015	Total
Global Culture: Do you feel you have a better understanding of global cultures as well as people of different racial and ethnic backgrounds through your educational experience?					
Yes	83.3%	81.2%	82.0%	85.1%	82.7%
Unsure	6.5%	11.3%	7.2%	10.8%	8.6%
No	10.1%	7.5%	10.8%	4.1%	8.6%
Total Count	**168**	**133**	**111**	**74**	**486**
Citizenship: Has your education helped you to realize the importance of active citizenship?					
Yes	43.5%	35.6%	40.5%	32.4%	39.0%
Unsure	42.9%	56.8%	36.9%	56.8%	47.4%
No	13.7%	7.6%	22.5%	10.8%	13.6%
Total Count	**168**	**132**	**111**	**74**	**485**

Figure 1R1.4: Student Opinion Survey Results as Related to Co-curricular Activities Satisfaction

Section VII: Student Services/Activities	2013	2014	2015	2016
Co-curricular Activities	4.28	4.35	4.22	4.40

Ratings regarding Student Opinion Survey are on a 5.0 scale.

The General Education Objective "Demonstrate quantitative reasoning skill by generating solutions and recommending a course of action" has been selected for evaluation over the 2015-2016 and 2016-2017 academic years. A major factor behind selecting this objective for evaluation is due to the College piloting the use of the Assessment and Learning in Knowledge Spaces (ALEKS) program from McGraw-Hill for homework and assessments for our algebra sequence (Fundamentals of Math, Intermediate Algebra, and College Algebra). This software assesses the student's current knowledge of the material with a

pretest at the start of the class, and continually evaluates progress throughout the course. Since all of the course objectives for the algebra sequence link directly to this General Education objective, all of the homework and assessments assigned in each course are evaluated as part of the College's goal for this objective, which is 70 percent or more of students to master at least 70 percent of the course material, provided that the students are devoting adequate time to the completion of their homework and assessments. As shown in Figure 1R4.5, students typically need to devote at least 40 hours of time over the course of the quarter to ALEKS, with greatest success occurring for students devoting between 70-80 hours (or approximately 6 hours a week) to the material. No student with less than 20 total hours dedicated to the material achieved the minimum 70 percent mastery level (which is required to pass the course) and thus are not included in these figures.

Figure 1R1.5: Time and Achievement of Course Objectives in ALEKS (Academic Year 2015-2016)

Hours	Initial Mastery	Final Progress	Improvement	Percentage of Students Passing
20-30	23%	63%	40%	36%
30-40	17%	56%	39%	31%
40-50	17%	74%	57%	77%
50-60	19%	79%	60%	67%
60-70	16%	69%	53%	64%
70-80	18%	81%	63%	80%
80-90	16%	82%	65%	63%
90+	9%	76%	67%	71%

The ALEKS program was initially piloted in Fall 2015, in only two sections of Fundamentals of Math. The students excelled with the program, and the College achieved a 100 percent pass rate for those courses. As a result, the program was implemented in Intermediate Algebra and College Algebra for Winter 2015. Evaluation of those assessment results showed that the amount of material being covered was potentially excessive, given the low percentage of students passing (39 percent), in spite of the serious uptick of hours logged when compared to Fall 2015. [See Figure 1R1.6] Therefore, all course material was evaluated for potential topics that could be eliminated, while still providing adequate material for the achievement of course objectives. The new course structure was implemented in Spring of 2016. As a result, the percent of students achieving 70 percent mastery increased from 39 percent to 53 percent, with little change to overall average time spent in the course.

Figure 1R1.6: Assessment Results by Quarter for Academic Year 2015-2016

	Fundamentals Only	Fundamentals & Intermediate	All Courses	
Assessment	**Fall**	**Winter**	**Spring**	**Summer**
Initial	30%	9%	14%	22%
Final	89%	57%	70%	72%
Percentage of Students that Passed the Course	100%	39%	53%	57%
Average time	40.4	58.4	59.2	47.7

Since 53 percent is still fairly far from our overall target passing rate of 70 percent, further evaluation was performed, and it was determined that too much of the student's time was being spent on biweekly retention assessments. Therefore, the frequency of those assessments was reduced. This appears to have a positive impact on Fundamentals of Mathematics students but a potentially negative effect on

College Algebra students. [See Figure 1R1.7] Data will continue to be collected for all courses and evaluated for further potential improvements and adjustments.

Figure 1R1.7: Spring and Summer 2016 Pass Rates by Course

Courses	Spring	Summer
Fundamentals of Mathematics	50%	100%
Intermediate Algebra	67%	67%
College Algebra	50%	38%

The 2015-2016 assessment report identified challenges with the Quantitative Analysis rubric. The rubric is being edited by the General Education committee in order to be updated with methodology to evaluate both written and online coursework, and we plan to norm it after it is revised.

1I1: Improvements

The General Education committee is working to finalize all rubric assessment tools by the end of 2017. All rubrics are used for course assignment assessment in both General Education courses and major courses. The College has two established rubrics that have been normed and are used for the Writing Across the Curriculum Initiative. [See Figure 1R1.1]

As a result of the Refining General Education Action Project, the Midstate College General Education committee updated the General Education philosophy, objectives, course sequencing, and course offerings as well as established an annual compliance review process for General Education coursework. Since 2014, the College increased General Education course offerings by 15 percent as a result of curriculum reviews completed in the action project. The General Education committee conducted an in-depth review and revision of all General Education course sequencing in 2014. As part of this sequencing work, the mathematics sequencing was reviewed and revised for an additional two years. Revising math sequencing involved examining the course objectives for all four courses in the College Algebra sequence for relevancy and overlap. It was discovered that with minor restructuring one of the courses in the sequence could be removed due to overlapping objectives, thus saving our students time and money. Two of the three remaining courses in the sequence were also categorized as developmental as the result of this work.

As part of assessment activities in Fall of 2015, General Education courses were remapped to the revised General Education Objectives and Philosophy. In the Summer of 2015, an assessment plan was established to assess one of the updated General Education Objectives during the 2015-2016 academic year. Additionally, the College uses the IAI and GECC as the basic guide when completing updates and reviews of General Education coursework as part of the annual Catalog curriculum update cycle and academic assessment process.

Since the last Systems Portfolio, the College faculty completed an action project which focused on making all course objectives measurable and appropriate to the course level based on Midstate's adoption of Bloom's Taxonomy. All active General Education courses were reviewed using assessment matrices and all curriculum edits were approved. The course and program approval processes were created. Faculty submitted Course and Program Approval Forms, and the Curriculum and Assessment committees evaluated and gave feedback to faculty. Faculty revised the course objectives and returned the forms for final approval. Since this action project, all new courses and revisions go through an approval process which includes submitting course approval forms.

Subcategory Two: Program Learning Outcomes

1P2: Processes

Determining, aligning, and articulating purpose of program outcomes and ensuring they remain relevant:

According to the College's Mission, our core purpose is to provide educational opportunities. The College doesn't make any other claims regarding a students' educational experience in regard to research, community engagement, religion, spiritual, or economic development. The College offers baccalaureate-level degrees, associate-level degrees, and diploma programs. The list and details of programs, including program objectives, can be found on the College website at the following path: http://www.midstate.edu/ programs/ and is also located in the College Catalog. (3.E.2)

The College has two main processes for determining, aligning, ensuring relevancy, and articulating the purpose of program objectives. The first process is used when developing a new degree program. The second process is on-going and is driven by academic assessment and program review.

The initial process is completed when a new degree program is being developed. The process for determining initial program objectives starts with the Curriculum committee (deans, Program Directors, faculty, and administration) researching industry trends and similar programs offered at public institutions; completing community needs assessment; reviewing graduate, internship, and student survey results; collecting feedback from advisory boards; and, if needed, reviewing the criteria of program and regional accreditations and state requirements for industry-specific certifications. (3.B.4, 3.B.5) Additionally, Program Directors work with the Assessment committee to align the program objectives to the College's Mission, Institutional Objectives, and Vision. (3.E.2) Once the program objectives are linked to the Mission and all other curriculum mapping is completed, the curriculum goes through another cycle of review through additional stakeholder surveys/input and advisory board feedback before the curriculum is finalized. After much input into the program and curriculum development, the department's faculty members and Program Director bring their final review and recommendations of the proposed program back to the Curriculum and Assessment committees for approval. The final curriculum draft includes Bloom's Taxonomy as a framework for aligning instructional course activities, learner activities, and assessments in association with stated program and course objectives. (3.A.2, 4.B.1, 4.B.4) The Institutional Effectiveness Committee reviews and approves the final program degree draft and ensures approval from the Board of Directors. (3.A, 3.A.1, 3.B.1, 3.B.2)

The College has a process for annual on-going program review and assessment. Midstate College uses the Nichols Model as the foundation for academic program assessment. Program Directors use the Nichols Model to ensure that the objectives for each of the courses are mapped to their specific program objectives, which are also linked to Institutional Objectives, and ultimately, the Mission. In this way we have created a network of linked objectives that support the educational needs of all students pursuing degrees at any particular level. General Education Objectives support learning at all levels, and individual course objectives support student learning at the associate and baccalaureate level via their association with Bloom's Taxonomy. We continue to develop academic programming that supports the extent to which individual course content introduces, reinforces, or provides mastery of program-level objectives.

The annual assessment cycle is implemented as follows:

- Program Directors submit annual program assessment plans using the Nichols Model to indicate specific educational outcomes and criteria for measurement of success. Those plans drive which courses and learning objectives in each program are assessed yearly.

- As part of the College's assessment process and planning, instructors are required to submit faculty self-assessments during assigned academic terms. The self-assessments are designed to evaluate student learning based on course objectives. These assessments are a means (beyond course grades) of directly evaluating students' performance on specific course objectives and provide the College with a means of evaluating student learning at the course level.

- Annually, Program Directors compile all self-assessment results and subsequently create assessment reports proposing program changes designed to address any deficiencies found as a result of this process.

As seen in 1P3, ongoing Program Review accomplishes the following: links our program review to annual assessment plans and reports, links to our Key Performance Indicators through Academic Performance Indicators by program, and uses a process to get external stakeholder feedback from the academic advisory board on metrics and assessment outcomes. (4.B.1, 4.B.2, 4.B.4)

Designing, aligning, and delivering co-curricular activities to support learning:

Midstate offers students a variety of Co-curricular Activities associated with specific programs. Our delivery for programmatic Co-curricular Activities is designed to fit the needs of our non-traditional population. The College uses feedback from the Student Opinion Survey to measure students' satisfaction with programmatic co-curricular opportunities, and the feedback results drive goal setting and decision-making.

The Program Directors work in conjunction with the Director of Student Affairs to provide programmatic Co-curricular Activities for their students. The activities are designed to enhance their learning experiences outside of the classroom in relation to specific program objectives. (3.E, 3.E.1) Examples of the relationship between the programmatic Co-curricular Activities and the program objective(s) are evidenced. [See Figure 1P2.2]

Selecting tools/methods/instruments and assessing attainment of program learning outcomes:

The College has several methods for evaluating programmatic Co-curricular Activities. Evaluation starts with ensuring that the Co-curricular Activities are mapped directly to Institutional Objectives and program objectives. The programmatic Co-curricular Activities are mapped directly to Institutional Objective 7 and, in turn, support the Mission. (3.E.1) Figure 1P2.1 shows the relationship mapping between elements of Institutional Objective 7 and Programmatic Co-curricular Activities and Experiences. (4.B.2) The College measures graduates' self-development reporting by surveying how well they feel we fulfilled Institutional Objective 7. [See Figure 4R1.3]

Figure 1P2.1: Programmatic Co-curricular Activities and Experiences Mapping

Components of Institutional Objective 7	Programmatic Co-curricular Activities & Experiences
1. Personal growth	Program Meet and Greets
2. Leadership qualities	Tech Day; Volunteer Income Tax Assistance (VITA)
3. Social	Program Meet and Greets
4. Vocational and academic pursuits	Program Meet and Greets, on-campus program professional organizations; and continuing education options

The College uses Graduate Exit Survey results of all program objectives as indirect assessment for measuring curricular and Co-curricular Activities. Figure 1P2.2 shows how the Program Objectives are mapped to Co-curricular Activities. See Figure 1R2.1 for an example of assessment results for measuring the Co-curricular Activities for the Allied Health department's Medical Assistant (MA) Program.

Figure 1P2.2: Examples of Co-curricular Activities in Relation to Academic Program Objectives

Department/Programs	Co-Curricular Activity	Topic/Event(s)	Program Objectives
Allied Health (HSM, MA, MOT, PT)	Meet & Greet	Speaker Topics: Healthcare, networking with employers, students, and faculty.	HSM: 2,4 MA: 1,5 MOT: 3,6 PT: 3,8
	American Association of Medical Assistants (AAMA)	Membership in professional organization; invitations to students for continuing education days through AAMA.	
Health Information Technology (HIT, MCB)	Meet & Greet	Speaker Topics: Smoking Cessation, Addiction, industry news, Sexual Assault; networking with students and faculty.	HIT: 1,2,3 MCB: 1,3
	Central Illinois Health Informatics Management Association (CIHIMA)	Membership in professional organization.	
Accounting (BSA, BCA)	Volunteer Income Tax Assistance (VITA)	Income tax preparation for the community and experience in the field.	BSA: 4,10 BCA: 1
	Meet & Greet	Networking with students and faculty.	
Business (BBA, BA)	Rotaract (formerly Phi Beta Lambda) Lecture Series	Speaker Topics: Financial Management, Entrepreneurship, Networking, Identity Theft, and Office Soft-skills.	BBA: 8 BA: 1,3
	Meet & Greet	Networking with students and faculty; information on industry and department news.	
Information Systems & Technology (BSCIS, CIS, AP, OA)	Tech Day	Networking with students, faculty, and industry professionals; speaker topics by students and professionals in the industry, such as IT security; socializing with employers, asking questions, and seeking employment opportunities	BSCIS: 1 CIS: 1,3 AP: 1,2 OA: 2,7,8
Legal Studies (LSJ, PL, RR)	LSJ & Midstate Jurist Quarterly Meetings	Networking with students and faculty, industry topics, and department news.	LSJ: 1 PL: 1 RR: 4
	Central Illinois Paralegal Association (CIPA)	Membership in professional organization.	
	National Court Reporters Association (NCRA)	Membership in professional organization.	

Assessment at Midstate College is a college-wide, faculty-driven, continuous improvement effort that measures student progress toward educational goals, determines academic progress, improves teaching and learning, and evaluates Institutional Effectiveness. Program assessment is facilitated through the Nichols Model which emphasizes institutional and program objectives, means of assessment and criteria for success, analysis, evaluation, data driven decision making, and emphasis on continuous quality improvement. (4.B.2) In keeping with our educational theory, course-level assessment measures and tools are developed to be consistent with the course and program objectives. Midstate incorporates Bloom's Taxonomy as a framework for aligning instructional activities, learner activities, and assessment measures/tools with stated objectives.

Assessment activities are performed directly and indirectly, as well as qualitatively and quantitatively, at the course, program, and General Education levels. These activities drive data-driven decision-making to enhance academic programs. See Figure 1P2.3 for more details of measurements.

Figure 1P2.3: Assessment Activities

Measures	Description	Direct or Indirect Assessment	Frequency/ Start Date	Collection Method	Administered by	Data Communicated To
Examinations	Examinations are used as a means of assessing each of the program objectives. Examinations serve as formative and summative measures at the course level and program level.	Direct	As offered	Results reported by faculty member	Individual Faculty	Administration Program Director Faculty Students Program Advisory Committee
Assignments	Assignments are designed to meet specific course objectives. Rubrics are used as frame of reference for assessing assignments from writing to professionalism.	Direct	As offered	Results reported by faculty member	Individual Faculty	Administration Program Director Faculty Students Program Advisory Committee
Presentations	Presentations are designed to meet specific course objectives and may involve oral and written outcomes. The Midstate Writing Across the Curriculum Rubric (WAC) is used as a frame of reference for assessing writing, and the Midstate College Oral Communication Rubric is used as a frame of reference for assessing oral communication. Presentations serve as formative and summative measures at the course level and program level.	Direct	As offered	Results reported by faculty member	Individual Faculty	Administration Program Director Faculty Students Program Advisory Committee
Professional Practice Experience Site Evaluation	Professional practice experience site supervisors provide feedback concerning student interns. Internships serve as formative and summative measures at the course level and program level.	Indirect	As offered	Internship Site Evaluation Rubric	Internship Site Supervisor, Program Director	Administration Program Director Faculty Students Program Advisory Committee
Survey/Focus Groups	Graduate, Alumni, and Employer surveys and focus groups are requested to provide feedback regarding satisfaction with preparation provided by the program (graduates) and knowledge / skills base presented by entry-level employee graduates. In addition, alumni and employers are asked to provide feedback regarding current marketplace needs.	Indirect	Graduate Exit surveys every term Alumni surveys and focus groups bi-annually (odd years) Surveys and focus groups bi-annually (odd years).	Survey Instruments and Focus Group Questions	Program Director, Executive Director of Marketing and Enrollment	Administration Program Director Faculty Program Advisory Committee

Measures	Description	Direct or Indirect Assessment	Frequency/ Start Date	Collection Method	Administered by	Data Communicated To
Course Evaluations	Course evaluations provide students the opportunity to provide feedback regarding the course.	Indirect	Every Term	Course Evaluation Template	Dean of Academics	Administration Program Director Faculty

During the 2014-2015 academic year, the College revised its overall academic assessment program starting with reworking the planning and reporting forms. Training was implemented before beginning the new assessment cycle. Beginning in Summer 2015, a four-year cycle was implemented for assessing program objectives using Bloom's Taxonomy and based on the Nichols Model. (4.B, 4.B.4) [See Figure 1P2.4] The cycle is as follows:

• *Year 1:* Create a plan for assessing a single program objective, which includes linking the program objective to specific classes, course objectives, and assignments. Faculty teaching those courses are notified by the Program Director, who relays instructions for capturing assessment data. This data is collected quarterly throughout the academic year.

• *Year 2:* Assessment data is analyzed and reported out, (4.B.2) and improvements are deployed in the course if course objective(s) did not meet a minimum 70 percent achievement rate. (4.B.1) Assessment data is again captured for the course(s) throughout the academic year. A plan for assessing a second program objective is also created and implemented at this time.

• *Year 3:* Assessment data is again analyzed and reported out for the first objective, with special consideration paid to whether the implemented improvements have evidence which support effectiveness. (4.B.3) Data for the second objective, and data for all future objectives, are collected and reported following this cycle. A plan for assessing a third program objective is also created and implemented at this time.

• *Year 4:* Assessment data is again analyzed and reported out for the second objective, with special consideration paid to whether the implemented improvements have evidence which support effectiveness. (4.B.3) Data for the third objective, and data for all future objectives, are collected and reported following this cycle. A plan for assessing a fourth program objective is also created and implemented at this time.

Figure 1P2.4: Four Year Assessment Cycle

Year	Term	Administration Tasks	Meetings	Faculty & Program Director Tasks
Year 1	Summer 2015	Selection of Academic Performance Indicators for Program Review Early: Assessment Day to review previous year's data Late: Assessment Day planning for upcoming year		Develop assessment plan for one objective Review of Graduation Rate and Retention Rate (Academic Performance Indicators)
	Fall 2015	Evaluation of plans & report	Department Faculty Meeting & Assessment Events	Collect data for above objective
	Winter 2015			
	Spring 2016			

Year	Term	Administration Tasks	Meetings	Faculty & Program Director Tasks	
Year 2	Summer 2016	Early: Assessment Day to review previous year's data Late: Assessment Day planning for upcoming year.		Submit assessment report for above objective & planned improvements Develop plan for second objective	
	Fall 2016	Evaluation of plans & report	Department Faculty Meeting & Assessment Events	Review of Academic Performance Indicators	Collect comparison data to assess improvements
	Winter 2016	Selection of Academic Performance Indicators for Program Review			Collect data for above objective
	Spring 2017				
Year 3	Summer 2017	Early: Assessment Day to review previous year's data Late: Assessment Day planning for upcoming year		Submit assessment report regarding improvements Submit assessment report for above objective & planned improvements Develop plan for third objective	
	Fall 2017	Evaluation of plans & report	Department Faculty Meeting & Assessment Events	Review of Academic Performance Indicators	Collect comparison data to assess improvements
	Winter 2017	Selection of Academic Performance Indicators for Program Review			Collect data for above objective
	Spring 2018				
Year 4	Summer 2018	Early: Assessment Day to review previous year's data Late: Assessment Day planning for upcoming year		Develop plan for fourth objective Submit assessment report regarding improvements Submit assessment report for above objective & planned improvements	
	Fall 2018	Evaluation of plans & report	Department Faculty Meeting & Assessment Events	Review of Academic Performance Indicators	Collect data for above objective
	Winter 2018	Selection of Academic Performance Indicators for Program Review			Collect comparison data to assess improvements
	Spring 2019				

1R2: Results

As shown in Figure 1R2.1 overall, the Graduates of the Medical Assistant Associate of Applied Science degree are extremely satisfied with their achievement in meeting their program objectives. The program objectives are linked to Co-curricular Activities in Figure 1P2.2.

Figure 1R2.1: Graduate Exit Survey Results Related to Medical Assistant Program Objectives (Sample)

Medical Assistant Program Objectives	2011-2012	2012-2013	2013-2014	2014-2015	Grand Total
Objective One	5.00	4.80	4.60	4.83	4.85
Objective Five	5.00	4.73	4.80	5.00	4.87

Ratings regarding Graduate Exit Survey are on a 5.0 scale.

Program Directors complete the Annual Assessment Report for each degree program at the end of each Annual Academic Assessment Cycle. The Annual Assessment report contains information such as program objective(s) assessed, methods of assessment, summary and analysis of evidence of learning collected, results, and specific plan for improvements. Figure 1R2.2 outlines examples taken from the 2015-2016 Annual Assessment Reports. (4.B.3)

Figure 1R2.2: Annual Assessment Report Results (Examples)

Direct and Indirect Methods of Assessment	Summary and Analysis of the Evidence of Learning Collected	Results	Specific Plan for Implementing Improvements/Change Based on Findings
Pre-test and post-test	All Objectives were successfully met by three different terms of data collected.	Meets Expectations	No plans for changes at this time.
Assignments that covered these outcomes: Course Objectives 1-8: Chapter 1-8 quiz questions	All Objectives were successfully met by three different terms of data collected except for Course Objective 8.	Course Objective 8 needs improved	Revise course curriculum and remapped assignments and content (update lectures) to ensure this objective is met when assessed for the following year.

1I2: Improvements

In 2012, faculty completed an action project on making all course objectives measurable and appropriate to the course level based on Midstate's adoption of Bloom's Taxonomy using the newly created course approval forms. This action project was instrumental in setting up a formalized course and program approval process which follows the annual academic Catalog review cycle. (4.B.3)

In 2015, the College updated assessment plan and report forms, initiated extensive assessment training for faculty, redesigned and scheduled on-going quarterly assessment events, and rolled out a four-year assessment cycle. Additionally, the College set up a centralized electronic location for storing all assessment evidence, results, reports, and plans. (4.B.3)

As part of continuous improvement initiatives, the College added joining the Assessment Academy as a strategic goal for 2016. The College will be submitting an application to join the Higher Learning Commission (HLC) Assessment Academy in November 2016. (4.B.3)

Subcategory Three: Academic Program Design

1P3: Processes

Identifying student stakeholder groups and determine their educational needs:

Prospects interested in enrolling at Midstate College have a wide variety of educational goals such as seeking a promotion at their current job, transferring from another college and wanting to finish a degree, looking to move into a new career, or needing training for new industry areas. Marketing and enrollment planning works to support the needs identified during the admissions process. As stated in 2P1, strategies are in place within the College's admissions approach to including prospective student need finding activities, environmental scanning, data analysis, performance tracking, and market trends examination.

Students move from the prospective student group to the active student group once they have completed the admissions procedures, have been admitted, and the term has begun. (1.C, 1.C.1, 1.C.2) [See 2P1]

During the enrollment process, the College collects information to help determine educational needs. Prospective students complete an application, declare a major, complete the entrance and placement exams, provide transcripts, and disclose any special needs. (1.C.1, 1.C.2) Once a student moves from the prospective student group to the active student group, this information helps to determine if the active student falls into any sub-group(s) where they may need additional support. [See Figure 2P2.1]

The College uses several survey tools to help determine if we are meeting each active student's educational needs. The active student population completes an annual Student Opinion Survey and term-based course evaluations to assess their educational experience. Additionally, there are other processes in place for students to get support for any other identified educational needs. Active students have the opportunity to submit self-referrals to Student Success at any time during their tenure at Midstate. The Student Success department is located on-campus, and walk-ins and phone calls are encouraged if a student needs assistance. (1.C.1, 1.C.2)

Identifying other Key Stakeholder groups and determine all stakeholder needs:

As outlined in 2P3, the College has defined processes for identifying and meeting the needs of Key Stakeholder groups. Additionally, as seen in 1P4, program accrediting bodies fall into the category of key stakeholders in academics. The Institutional Effectiveness Committee, in partnership with Program Directors, uses data from advisory boards, accreditation feedback, and information from articulation partnerships to evaluate whether we are meeting stakeholder needs in relation to our academic programs and to ensure our degree programs are up-to-date. (1.C.1, 1.C.2)

There are processes in place to receive annual feedback from advisory boards. The College maintains 6 different academic departments and a total of 11 advisory boards to provide feedback for 18 diploma and degree programs. Some of the diploma and degree programs are stackable, while others are distinct with separate program accreditation. Each academic department maintains at least one advisory board. The number of advisory boards per department is determined by the types of programs in a department and whether degrees are stackable. Program Directors have policies in place to ensure each advisory board maintains a diverse membership that reflects both the Central Illinois business community as well as where Midstate College students and graduates are employed. As part of membership expectations for advisory boards, they are asked to be prepared to help share employer expectations and community needs. Advisory boards also help confirm professional industry standards, identify skills needed to fill gaps in the workforce, and verbalize what knowledge students need to have to be successful in their future careers. (1.C.1, 1.C.2)

Developing and improving responsive programming using program review:

The College uses academic program review as an extension of the Institution's Continuous Improvement program. All academic programs participate in academic program review. An overview of the program review process is outlined below. (4.A) [See Figure 1P3.1]

Figure 1P3.1: Program Review Overview

Academic Program Review Aspects	Description	Documentation	Dates
Faculty Credentialing	Faculty Credentialing by academic department and course is managed by Human Resources in correlation with faculty, Program Directors, and Dean of Academics	Faculty Credentialing Form	2016-2017 Ongoing
Academic Performance Indicators by Department	Academic Performance Indicators (APIs) are relevant Key Performance Indicators broken down by program and disseminated to Program Directors	Annual Program Review of Academic Performance Indicators Form	2014-2015 Pilot 2015-2016 2016-2017 Ongoing
Annual Curriculum Review and Updates	As part of program review outcomes, Program Directors (faculty designation) make curriculum change recommendations as part of the annual Catalog update cycle	Course and Program Change Forms	2012-2017 Ongoing
Annual Assessment Reporting	Annual Assessment report results are shared with advisory boards for feedback and recommendations	Annual Assessment Report Advisory Board Minutes	2015-2016 2016-2017 Ongoing
Environmental Scanning	Feedback from academic program advisory boards (review assessment and program review results), community partners, and program accreditation bodies	Minutes	Ongoing Since 1990s

As of the 2015-2016 academic year, the review of Academic Performance Indicators (APIs) became part of the annual academic assessment planning and review cycle. (4.A.1) A plan to review the APIs was established whereby additional metrics and measures are added each year until all APIs have been reviewed. (4.A.1) The College's process for program review is constructed of multiple parts: faculty credentialing by department, academic performance indicators by program, evaluation of curriculum, assessment results, and environmental scanning feedback. During the annual Catalog update cycle, Program Directors (faculty designation) document the description, justification, and environmental scanning data to complete course and program change form requests to make curriculum changes. This information is reviewed and approved by members of the assessment committee.

The information received through the following environmental scanning activities is documented and included in course and program approval forms:

• Professional organization memberships and participation in conferences;

• Program advisory board feedback (assessment, program review information, and program curriculum is shared annually);

• Program accreditation bodies reporting and program criteria and expectations;

• Research of local, state- and nation-wide competitors;

• Feedback from Key Community Partners. (4.A.1)

1R3: Results

The College uses the results from the Graduate Exit Survey for Institutional Objective 9 to determine how graduates feel about our communication process with community employers in regard to maintaining relevant curricula and meeting the developing needs of the economic community. [See Figure 4R1.3] While Midstate scores consistently well on all Institutional Objectives, this particular objective shows a potential area of improvement as the mean scores across this objective differ by roughly 0.2 points when compared to Institutional Objectives 1-7.

The College's academic program review process has increased the amount of submitted program and course approval forms. The forms approved by the members of the Assessment Committee are shown in Figure 1R3.1. This ongoing curriculum improvement process has assisted in ensuring our curriculum is up-to-date and relevant.

Figure 1R3.1: Approved Program and Course Approval Forms

Academic Year(s)	Program Approval Forms	Course Approval Forms
2012-2013	3	1
2013-2014	2	29
2014-2015	17	76
2015-2016	19	50

Program Directors complete the Program Review of Academic Performance Indicators Form as part of the Annual Program Review cycle. The evidence and changes from the 2015-2016 work completed from two academic programs are outlined below. [See Figure 1R3.2] The Academic Performance Indicators used for this cycle of program review were Program Graduation Rates and Program Retention Rates.

Figure 1R3.2: Sample of 2015-2016 Annual Program Review of APIs

Evidence-based or Theoretical Reasons for Being Below Threshold Rate	Adjustments or Changes that Could Improve APIs
Withdrawal or course drop forms indicate life circumstances as the stated reason, but trend shows it happening when students are taking accounting classes	Inform students of available services provided by the Student Success department along with the availability of accounting tutors;
Trend of computer science students switching to other programs	Explore curriculum update to include a new course or course revision which would include exploration of the IT field

1I3: Improvements

During a program review for the Medical Transcription diploma program, a 60 percent decline in enrollment was noted between Fall 2012 and Fall 2013. The program review data includes feedback from students, graduates, and the HIT advisory board. In October 2013 a survey was performed by a third-party research company to help determine the continued viability of the Medical Transcription program. This survey reflected that 81 percent of the surveyed medical community in the Peoria area did not anticipate hiring medical transcriptionists in the future. Additionally, the survey results indicated that 71 percent of the respondents did not currently employ medical transcriptionists. The Medical Transcription diploma program was formally retired after all active students graduated. The program was removed from the 2014-2015 Catalog.

During a program review of the Medical Coding and Billing, formerly known as Medical Coding Specialist, diploma program in 2014-2015, it was determined that the curriculum and focus of this program needed to be updated due to recent industry changes. Since almost 20 percent of graduates between 2011 and 2014 ended up in the billing side of their chosen career field, the billing aspect of the degree was strengthened. In January 2015, these proposed changes were approved by the program advisory board. Therefore, the program name, curriculum, and course objectives were updated and are reflected in the 2016-2017 Catalog.

Subcategory Four: Academic Program Quality

1P4: Processes

Determining and communicating the preparation required of students for specific curricula, programs, courses, and learning they will pursue:

The College has a process for assessing student readiness for students interested in entering college-level courses. All prospective students are required to complete a placement and entrance exam if they have less than an associate degree. Figure 1P4.1 outlines the entrance and placement exam exceptions and requirements.

Figure 1P4.1: Midstate College Entrance Requirements

Student Type	Entrance Exam	Placement Exam
First-Time Student	✓	✓
Transfer Student (with less than associate degree)	✓	✓
Transfer Student (with associate degree)	Not required	✓
Stop-Out (attended Midstate more than five years ago)	Not required	✓
Stop-Out (attended Midstate five years ago or less)	Not required	Not required
Midstate Graduates	Not required	Not required

The College has additional processes for screening and special requirements for program applicants for Health Information Technology and Medical Assistant programs. (4.A.4)

The College has a process for maintaining curriculum sequencing for all degree programs and using prerequisites to ensure skills and competencies are fulfilled before students move to the next course level. If placement exam scores are below requirements for math, English, and technology, the College requires that the student is placed in developmental courses. These courses need to be completed before the student is enrolled in college-level courses in these areas. Program Directors (faculty designation) and faculty work together to review curriculum sequencing as part of the annual Catalog update cycle. If prerequisite edits are requested, a course change form is completed and shared with the curriculum and assessment committees for approval. (3.A.1, 4.A.4)

The College also has a process to ensure that all new or revised courses and programs have the appropriate rigor. Course and program updates as well as new coursework goes through an approval process which includes verifying that the course and program objectives follow Bloom's Taxonomy. (3.A.2, 4.A.4)

The College process for communicating the requirements for completing all programs and courses is as follows:
- The Catalog contains program descriptions, program objectives, course descriptions, and prerequisite requirements.
- Admissions Representatives meet one-on-one with all prospective students to discuss program and completion requirements.
- The Admissions department provides a description of the entrance and placement exam requirements, and prospective students are permitted to complete practice sections if requested.

- The admission's process is outlined on the College website (See http://www.midstate.edu/admissions/).

- Program Directors and faculty are available to discuss majors, to review course information, and to answer any industry-specific questions.

- A course syllabus template is used for all course offerings, and a repository of course syllabi is maintained electronically for all active courses. Syllabi are provided to students on the first day of classes as well as electronically through the Learning Management System (LMS) if the class is offered online. (4.A.4)

Evaluating and ensuring program rigor for all modalities, locations, and consortia:

The College does not maintain any dual credit programs; however, the College maintains a consortium agreement with Heartland Community College for the Realtime Reporting program. (4.A.2) This agreement permits active students to complete their General Education course requirements at Heartland Community College while taking their major classes at Midstate College. Heartland Community College maintains regional accreditation through the Higher Learning Commission (HLC) and is mandated to follow the same curriculum and assessment guidelines that we follow. (3.A.3)

The College maintains multiple processes to ensure program rigor, including:

- Articulation between internal academic departmental programs enables specific review during academic program review, during the assessment cycle, and the annual curriculum review process. (3.A.1, 3.A.2)

- On-campus, classroom, and online observations are performed by the Dean of Academics and/or Program Directors as an extension of regular employee progress reports or when prompted by new course offerings or student feedback.

- External stakeholders from advisory boards provide annual feedback regarding program rigor through review of curriculum, assessment data, and program metric results.

- Ongoing quality checks occur throughout the term by the eLearning department and Program Directors for online courses; additionally, Program Directors act as assistant instructors if opportunities for improvement arise or as part of regular online observations. (3.A.3)

- In February 2016, an Academic Quality Improvement committee was initiated with the goal of improving academic quality in all course delivery modes. This faculty-driven committee meets bi-monthly.

- An active relationship with Illinois Articulation Initiative (IAI) is maintained to foster continuity, currency, and rigor in General Education coursework; the College sets annual goals for expansion of IAI approvals and currently maintains IAI approval for 32 percent of all General Education courses. (4.A.4)

Awarding transfer credit:

The process for awarding transfer credit is managed by our Registrar, with the support of Student Records Assistants. The College has a process for evaluating transfer credits on the basis of official transcripts and score reports, including Joint Services Transcripts (JST) and international credential evaluations. The College maintains a policy that transfer institutions must be regionally accredited; such accreditation is verified through the Council for Higher Education Accreditation (CHEA). Midstate evaluates only those courses applicable to a student's program for which a grade of C or above is awarded. Remedial and pass/fail courses are not eligible for transfer credit and are, therefore, not evaluated. Additionally, students must complete at least one-third of their program at Midstate. (4.A.2, 4.A.3)

In addition to formal articulation agreements, the College maintains, in our Student Information System (SIS), a table of course-to-course relationships approved for transfer. This table allows our Student

Records Assistants to quickly and effectively evaluate most incoming credits. When faced with a course not yet approved for transfer without an existing transfer relationship, Student Records Assistants provide materials, such as course descriptions and objectives from the transfer institution, to resident content experts for further evaluation. The Registrar and Student Records Assistants work closely with those experts, typically our Program Directors, on a final decision regarding transferability.

Midstate follows the American Council on Education's (ACE) recommendations, documented on a student's JST, regarding college credit for completed military training and experience. International coursework must be evaluated by a third party, such as World Education Services, before we will evaluate that coursework for transfer. Midstate then strongly considers the third party's course recommendations as part of the transfer process. (4.A.2, 4.A.3)

Due to departmental accreditation requirements, some departments have established limits for accepting transfer credits because of course age and delivery method which would impact updated course content. When a course cannot be approved for transfer due to these requirements, we offer students the option of taking a proficiency exam (with a fee waiver) for the course in question. Proficiency examinations are graded by the Program Director and approved by the Dean of Students. These examinations must be passed with a B or higher to receive credit. (4.A.2, 4.A.3)

Awarding prior learning:

The College has extensive processes for managing all of the various areas that fall under prior learning. This process is in the College Catalog [See 2016 - 2017 Catalog, p. 50, online.midstate.edu/Downloads/ Publications/Catalog.pdf] and clearly outlines how to petition to have prior learning evaluated through various methods: College Level Examination Program (CLEP); Departmental Proficiency Examination; and Prior Learning Assessment (PLA) through a Portfolio Process and/or through the Non-Collegiate Instructional Evaluation Process. In each case the purposes of the evaluation are as follows: (a) to determine if the learning is representative of college-level learning and (b) to award appropriate credit. Credit granted by examination, proficiency, or PLA is limited to 25 percent of the total credits earned at Midstate College. (4.A.2)

An example of the process for evaluation of the method labeled as PLA is outlined in this paragraph. A student who wishes to have credit for prior learning experience can complete the PLA Application and pay an application fee. After completing this application and receiving approval to continue, the student pays another fee to enroll in the PLA workshop. This workshop helps clarify educational goals and priorities and assists the student in learning how to articulate his or her prior learning. During the PLA workshop, the PLA Administrator provides instruction for developing a portfolio which articulates and verifies the learning acquired through personal and professional experience. Upon completion and submission of the PLA portfolio, the PLA Administrator assembles a review committee comprised of faculty and staff to evaluate the completed portfolio contents. Course credit is awarded if the review committee determines the portfolio demonstrates the learning is congruent with all learning objectives of the course requested to be credited. (4.A.2)

Selecting, implementing, and maintaining specialized accreditations:

The Institutional Effectiveness Committee uses academic departmental feedback from key external and internal stakeholders and program review data to make decisions about new and existing program accreditations. Additionally, the committee ensures that any added program accreditation aligns with the Strategic Plan, Vision, Mission, and other peer institutions where our students transfer or receive higher degrees. (4.A.5)

The College has a process in place for managing and maintaining the four program accrediting bodies which oversee distinct areas in legal, realtime reporting, health information, and allied health. These program accrediting bodies provide oversight of five academic programs ranging from diploma to bachelor-level. The Program Directors for each department are empowered to act as program liaisons and managers for each program accrediting body. The Institutional Effectiveness Committee ensures that data and information is accurate before it is submitted. Program accreditations promote rigor, require additional academic assessment, annual program review of metrics, and promotion of current industry standards. There are processes in place to use data generated from annual reports and site visits for program assessment, program review, and overall curriculum improvement. (4.A.5, 4.A.6)

Assessing the level of outcomes attainment by graduates at all levels:

The College confers degrees at the diploma/certificate, associate, and bachelor levels. The College constructs its diploma/certificate programs to have very basic General Education courses with the core classes focused on training in designated industry areas. Associate and bachelor degrees follow the standards designated by accrediting bodies. We maintain transferability between degree levels within all academic departments. Several departments have perfectly stackable programs, while other departments maintain degrees where students can transfer seamlessly but may have extra credits or need to use open electives for transferability. [See Figure 1P4.1] An example of how stackable programs promote students' successful completion can be seen from data compiled from the Allied Health department. From 2011-2016, out of the 11 total graduates from the Medical Office Technician diploma program, seven of these students have progressed to the Medical Assistant Associate of Applied Science degree and are currently progressing successfully as active students. (4.A.6) The College also tracks the transferability of all degrees within each department as another part of Program Review. (3.A)

Figure 1P4.1: Departmental Program Transfers - Transferability (Light Blue) vs. Stackable (Dark Blue)

Diploma	Associate	Bachelor
Medical Office Technician ➡	Medical Assistant ➡	Health Services Management
Pharmacy Technician ➡		Health Services Management
	Paralegal Studies ➡	Law and Social Justice
	Business Administration ➡	Business Administration
	Business Computer Accounting ➡	Accounting
Medical Coding & Billing ➡	Health Information Technology ➡	Health Information Administration (pending)
Office Assistant ➡	Administrative Professional ➡	Business Administration
	Computer and Information Science ➡	Computer Information Systems
		Realtime Reporting

1R4: Results

The College uses the Key Performance Indicator (KPI) Job Placement Rate as the primary success outcome to measure overall academic program quality. This KPI is defined as the percent of Midstate College graduates who are employed in a profession aligned with their earned credential within one year of the last day of classes. The Institutional Effectiveness Committee also reviews and evaluates this success outcome measure by reviewing job placement rates by degree level. [See Figure 1R4.1] Program Directors use this indicator broken down by program to review success during annual program reviews. (4.A.6)

The College tracks continuing education plans of our graduates both in the Student Record's department by collecting data of institutions requesting graduate transcripts and in the Student Affairs office as part of the exit paperwork for graduates.

From September 2012 to August 2015, the following graduates requested transcripts be sent to other institutions: 21 diploma graduates, 57 associate graduates, and 35 bachelor graduates. This information is used to explore the feasibility of new educational partners as we are looking for ways to track success of our bachelor graduates who pursue master-level degrees.

The College is satisfied with the current placement rates of its graduates and views them as an indicator of overall program success and quality. It should be noted that the best practice calculation of placement rate removes students continuing their education and those who decline placement services from the overall percentage. The College's overall placement rate since 2010 hasn't dropped below 91 percent. [See Figure 1R4.1]

Figure 1R4.1: Graduates' Work Status by Degree Level

Work Status	2012-2013	2013-2014	2014-2015
Bachelor			
Employed in Related Field	59%	69%	70%
Continuing Education	8%	2%	0%
Declined Placement Services	33%	27%	25%
Other	0%	2%	5%
Overall Placement Rate	**100%**	**97%**	**93%**
Associate			
Employed in Related Field	70%	71%	64%
Continuing Education	15%	13%	24%
Declined Placement Services	11%	16%	12%
Other	4%	0%	0%
Overall Placement Rate	**95%**	**100%**	**100%**
Diploma			
Employed in Related Field	40%	35%	27%
Continuing Education	40%	35%	31%
Declined Placement Services	20%	30%	35%
Other	0%	0%	7%
Overall Placement Rate	**100%**	**100%**	**79%**

1I4: Improvements:

Entrance and placement exam improvements: Many colleges nationwide have adopted open enrollment policies and have done away with entrance testing requirements all together. While open enrollment is not something we are comfortable doing at this point, we realize the changes in our industry require us to be responsive and adaptable when it comes to college admittance. We are piloting a project to improve and standardize entrance requirements and processes. The new entrance requirements, brought forth by the Entrance Requirement Review Committee, will be in effect for the 2015-2016 and 2016-2017 academic years. Throughout the pilot period, the appropriateness and effectiveness of these entrance requirements, procedures, and outcomes will be reviewed before entrance requirements are finalized for the 2017-2018 academic year.

Over the past year, admission requirements have been under review, taking into consideration many variables, including any program accreditations that might pertain to admission requirements. Statistically, we have analyzed student success in each program by looking at entrance exam scores from multiple viewpoints. We eliminated the Wonderlic exam as of Fall 2015 as a result of a study performed by the Entrance Requirement Review Committee. This study determined that scores on the exam were not a good predictor of student success. The pilot program uses solely our existing entrance and placement exams. The following departments have been involved in updating our entrance exams and admissions requirements: Student Records, Institutional Research, Student Success, Academics, Admissions, and Administration.

Prior Learning Assessment (PLA) Improvements: The College implemented a new PLA program after completing an action project in 2012. Processes and policies were put in place, forms created, marketing materials published, and information updated and placed in the Catalog. Continuous improvement updates for the PLA program have occurred as part of the Catalog update cycle for the past four years. Another update is in progress to streamline the documentation used for processing PLA requests and completions.

Program Accreditation Improvements: In February 2012, the American Bar Association (ABA) House of Delegates granted approval to the Associate of Applied Science Degree in Paralegal Studies at Midstate College. The term of ABA Approval is for a period of seven years, beginning February 2012 and ending February 2019. During the approval period, the program was required to submit an interim report during the third year. The interim report was due on February 15, 2015, and it was approved in June 2015. In 2012 another improvement implemented by the Program Director for Legal Studies was to put a plan in place to overcome the low external stakeholder survey turnout by implementing focus group meetings for all external stakeholders.

Midstate College started the process of obtaining programmatic accreditation through the Accreditation Council for Business Schools and Programs (ACBSP) for the College's Business Administration department in 2010. In the final year of the three-year process, Midstate College was listed in "candidacy" status by the ACBSP. The Dean of Academics and Director of Business Administration both attended annual ACBSP conferences throughout this process. Through the completion of a detailed self-study, several key initiatives were designed and implemented with regards to assessment and curriculum development within the department. As a result, several quality improvements were made: a mission for the Business department and Advisory Board was created; teaching loads were shuffled to ensure faculty rotation throughout all course levels; more faculty sought and joined memberships and participated in continuing education; and faculty explored writing and publishing options as well as presenting at conferences.

Although Midstate College received positive feedback following a successful March 2013 site-visit from the organization's mentor, in October of 2013, Midstate College withdrew membership. The decision to withdraw was made after research showed this program accreditation was not a key employability factor. Additional research showed that peer institutions found the Association to Advance Collegiate Schools of Business (AACSB) accreditation provided more of a focus on quality business education and leadership and offered a longer stable history of operations. The Institutional Effectiveness Committee is continuing to explore the benefits of AACSB accreditation as a long-term future strategic initiative.

Subcategory Five: Academic Student Support

1P5: Processes

Midstate College embraces the mantra that each student's success is our success. As such, we utilize outlined processes and procedures driven by assessment data to identify at risk student populations as well as to improve student learning. Analysis of this data collection has been the impetus to the identification and implementation of student services to support programs based upon student need. Students attending Midstate College are from Peoria and the surrounding areas and represent a cross-section of abilities, cultures, and interests. We pledge to provide resources that support their needs as they progress through their individual programs to accomplish their career ambitions.

Identifying underprepared and at risk students and determining their academic support needs:

The Institutional Effectiveness Committee and the Student Success department reviewed data from 2011 through 2014 on student persistence. Based on the data, students at high risk for attrition were identified based on retention rates as part of the Retention Action Project that was launched in 2015. (3.D.1) One of the action project initiatives is to create a repeatable process to substantiate present student groups, identify any additional groups, and examine current and future needs and practices. Present student groups are identified in Figure 2P2.1. (4.C)

Of the seven identified categories noted in Figure 2P2.1, not all students are in danger of attrition; however, all those student groups are monitored in a weekly retention meeting to determine the need for additional attention and follow up. We consider students in jeopardy to be: students failing to meet Satisfactory Academic Progress (SAP), students with failing grades at midterm, and students referred to Student Success, either by themselves or a faculty member. The Dean of Students works one-on-one with these students throughout their tenure. Weekly, and more often as warranted, contact is made using a variety of communication mediums: email, telephone, one-on-one meetings, and text messaging. In addition, referrals to the Student Success office are generated by students themselves as well as by instructors to monitor progress and waylay barriers to class success. Such factors as missing or consistently late assignments, poor class performance, improper attitude, class absences, and poor class participation are reported. Immediate follow up ensues, and reports are generated for the following week's retention meeting. (3.D.1, 4.C.3)

The College's entrance requirements are outlined in Figure 1P4.1. If the placement exam results show that students do not meet minimum English, technology, or math requirements in their program, they are placed in developmental classes that are designed to enhance skills in those particular areas and prepare them for the rigor of college-level coursework. In addition, all degrees require that students enroll in the Human Potential class very early in their academic tenure. This class focuses on promoting student success within the college experience and is instrumental in building a sense of community among students at a commuter college such as Midstate. Furthermore, pre-tests and/or diagnostic tests are administered in classes to determine students' specific skills, knowledge gaps, and instructional learning modes. (3.D.1, 3.D.2)

As an identified attendance-taking school by the Department of Education, attendance for all students is monitored on a daily basis. For students that have been absent for two weeks in their respective classes, contact is made from Student Success to follow up. Student Success works with the student, as well as with the individual instructors, in developing strategies to get the student back on track.

Deploying academic support services to help students select and successfully complete courses and programs:

Staff members at all levels are actively involved with individual students from the time the student enrolls and throughout their academic tenure. Because we are a small school, a personal investment is afforded every student. The Admissions department monitors placement test scores and class prerequisites for initial class advisory. In subsequent terms, individual academic advising from Program Directors and Student Success ensues along with monitoring class attendance, midterm and final grades, and prerequisite grades. Program graduation fulfillments are electronically available to advisors and students. This provides readily discernible progress and course-completion expectations. During the registration period, Program Directors and advisors provide individualized information on courses and programs to each student through email, phone, or one-on-one appointments. (3.D, 3.D.3)

Students are able to submit requests for tutoring to Student Success, or tutoring may be requested by an instructor on a student's behalf. Tutors, including work study students and faculty, proficient in the individual disciplines are provided. Moreover, instructors have set up study groups in specific areas for additional assistance. Figure 1P5.1 shows the volume of all referrals; the majority of referrals are for tutoring.

Figure 1P5.1: Student Success Referrals (Academic Year 2015)

Referrals	Fall 2015	Winter 2015	Spring 2016	Summer 2016
Staff/Faculty	129	88	96	104
Self	11	11	8	4

Figure 1P5.2 outlines individualized assistance provided to students by library staff regarding information resources, technology support, research, and retrieval. The library staff also collaborates with departments to provide instruction in support of department need. (3.C.5, 3.C.6, 3.D, 3.D.1, 3.D.2, 3.D.3, 3.D.4, 3.D.5)

Figure 1P5.2: Library Services Usage Statistics

Month/Year	Technology	School Info/ Policy	Ready Reference	Research Assistance	Other	Total
Aug 2015	50	22	12	10	0	94
Sep 2015	70	35	20	24	0	149
Oct 2015	45	11	13	11	0	80
Nov 2015	68	26	16	18	0	128
Dec 2015	44	26	17	1	0	88
Jan 2016	44	29	11	6	0	90
Feb 2016	52	38	8	3	0	101
Mar 2016	51	29	21	9	0	110
Apr 2016	34	37	18	21	3	113
May 2016	69	42	15	15	1	142
Jun 2016	45	41	32	29	0	147
Jul 2016	47	48	22	1	0	118
Aug 2016	12	26	1	2	2	43
Total	631	410	206	150	6	1403
Percent	45.0%	29.2%	14.7%	10.7%	0.4%	

Course evaluations are reviewed for suggestions to improve class information delivery and address individual learning modes. Generalized information from these evaluations is collected by the Dean of Academics and discussed in faculty meetings. Those meetings also focus on training in best practices to include curricula content, stakeholder expectations, and teaching methods. (3.C.6, 3.D.4)

Begin with the end in mind is a mantra practiced from the time a student enrolls. From the graduation preview at orientation, which gets students thinking about the goals they have set for themselves, to steps to gaining a career, the Career Services department makes classroom presentations so students are aware of the department services. Students are provided the opportunity to participate in mock interviews with trained interviewers and are also made aware of work-study opportunities. Job placement assistance is offered both while the student is attending classes and after completion of their respective programs. This department focuses on work readiness skills and giving students the opportunity to practice those skills along with writing and presentation of appropriate work-related documents. (3.C.6, 3.D.4)

Ensuring faculty are available for student inquiry:

Faculty are expected to post and publish office hours and availability. In addition, it is mandated that eLearning instructors must log into their individual courses five out of seven days without more than a day in between. Procedures and time frames for reporting grades and comments are in place, and feedback is available through the Learning Management System (LMS) for eLearning classes. eLearning instructors follow specified guidelines for required participation (time in LMS, answering emails, and posting grades). (3.C.5)

Determining and addressing the learning support needs of students and faculty:

Since we are a small institution, environmental scanning as well as survey instrument feedback drives the majority of determining and implementing student support needs. Annual planning and budgeting supports learning needs of students in terms of provision of staff, materials, and infrastructure. Results generated through the Student Opinion Survey (SOS), Graduate Exit Survey (GES), and Adult Learner Inventory (ALI) serve as a barometer to reinforce and generate improvements. (3.D, 3.D.1, 3.D.3, 3.D.4, 3.D.5, 5.B.2)

The College uses the following tools and activities to help determine faculty needs: in-service feedback and brainstorming sessions, technical support and eLearning surveys, Employee Performance Progress information, and survey data from self-assessments. Program Directors meetings are held several times through each term, and there is an open forum in each meeting to discuss faculty overall needs and concerns. Annually, Program Directors submit departmental budgets and as part of this process they ask departmental faculty for input regarding resource and professional development needs. If a faculty resource need arises that is deemed urgent, there is a process in place for Program Directors to complete a purchase order to obtain a quick turnaround response. (3.D, 3.D.1, 3.D.3, 3.D.4, 3.D.5, 5.B.2)

Ensuring staff members who provide student academic support services are qualified, trained, and supported:

The College values student academic support services and has multiple processes in place to ensure staff members who provide these services are qualified, trained, and supported. As stated in 3P1, upon recognition of a need, Human Resources (HR) is supplied with the job description and credentials required for the opening by the department head. These credentials are rigorously tested throughout the interview process and during the completion of a staff qualification rubric. (3.C.2, 3.C.6)

Onboarding and orienting processes are in place to familiarize the new staff member with the overall culture, policies, and procedures of the College, and the department head provides training in regards to their area of specialty. Ongoing support is provided by the department head and administration, when applicable, which is supplemented with 60-day, 90-day, and annual progress reports. (3.C.4, 3.C.6) Annual progress reports gauge levels of mastery of content area and job duties which lends well to providing further support through our assigned mentor plan or professional development offerings, as necessary. (3.C.4, 3.C.6)

Additionally, staff members are continuously supported through various means such as an Assigned Mentor Plan (when applicable), professional development, employee socialization, benefit and support programs, and employee recognition. (3.C.4) For example, staff members are provided with on- and off-campus training (conferences, seminars, webinars, etc.) as professional development options to keep current in trends directly related to job duties and performance. Student tutors are selected based on their skills in the particular content area in which they are tutoring and are mentored in techniques of dealing with students by the Dean of Students. (3.C.6)

Communicating the availability of academic support services:

The Student Success department is located in a visible area on the second floor of the main building of the College and is easily accessed by all students. The Student Success department, the Career Services department and the Student Affairs department are located in the same corridor, which promotes student access to those services as well. All academic support services are clearly outlined for students as seen below:

- New student orientation focuses on a graduation preview, student success services, career services, campus resources, technical support, and eLearning instruction.

- Flyers and notices are provided electronically and through social media as well as posted throughout the campus to encourage students to seek assistance.

- eLearning support is available on-campus, via email, and after-hours. The Admissions department provides an informational pamphlet to new students that tells them what to expect when taking eLearning classes. This pamphlet also provides information as to how to access the eLearning and Technical Support departments. The Student eLearning Guide is available on the College's website, which provides information on how to reach eLearning support services. Quarterly, the eLearning department provides additional information in the e-newsletter.

- Through a joint effort between the Student Records, Financial Assistance, and Student Accounts departments, we communicate important academic and financial aid dates and deadlines to students. This repeatable process occurs each term.

- Department study groups are advertised on bulletin boards and the *Voice* e-newsletter.

- Students in at risk subgroups are provided with caring attention through personal contact (phone, text, email) by faculty, staff, Student Success, and the Dean of Students. Additionally, the College emphasizes the availability of all support services.

- The Midstate Website outlines services such as available as does the Student Handbook, which offers additional mediums to promote student services, such as advising.

- Student support services representatives are invited by classroom instructors to speak in their classes, which promotes student services unity and cohesiveness. (3.D.1, 3.D.2)

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services:

Tools and methods are selected based on their ability to output data that can be used to track effectiveness and comprehensive services. We look for methods that are repeatable and understood among relevant stakeholders. An example of one such tool is the SOS. [See Figure 1R5.4]

The Student Success department, in conjunction with Institutional Research, tracks the number of referrals and follow-up contacts for:

• Tutoring

• Intervention (poor grades, consistently late or missing assignments)

• Class absences

• Students on academic warning or probation (SAP plans)

1R5: Results

As mentioned above, Student Success gathers referral and absence data for all students and maintains regular contact with at risk students, details of which are logged in the Student Information System (SIS). Abridged summaries of this communication are distributed to staff through the Weekly Retention Report. Satisfaction with Student Success activities is monitored through the SOS, GES, and ALI.

As seen in Figure 1R5.1, students with two consecutive weeks of absences in at least one class are contacted by Student Success, regardless of referral. Students absent in all classes for two consecutive weeks are administratively dropped unless contact can be established; therefore, those students are tracked with particular care in a separate report. Examples of student absences in all classes can be seen in Figure 1R5.2. Students in the categories in Figure 1R5.3 are monitored and contacted as necessary on a weekly basis. (4.C.2, 4.C.4)

Figure 1R5.1: Example Single-Class Absence Report (Fall 2016)

Name	Status	Class	Section	Last Date of Attendance
Student #1	Active	HSM420	E	10/16/2016
Student #2	Active	MAT038	NF	10/18/2016
Student #3	Active	CIS126	NF	10/14/2016
Student #4	Active	ACC400	DF	10/12/2016
Student #5	Academic & Financial Aid Warning	ENG116	N	10/16/2016
Student #6	Active	AH165	N	10/19/2016
Student #7	Active	CIS114	DF	10/13/2016
Student #8	Active	ACC110	E	10/16/2016

Figure 1R5.2: Example Absence in All Classes Report (Fall 2016)

Name	School Status	Classes	Last Date of Attendance
Student #1	Active	ACC105 [DF], BUS325 [NF]	10/3/2016
Student #2	Active	ENG010 [DF], MAT001 [DF]	9/29/2016
Student #3	Active	BUS310 [E], MGT375 [NF]	10/2/2016
Student #4	Academic & Financial Aid Warning	CIS114 [NF], HUM110 [NF]	10/4/2016
Student #5	Active	BUS106 [NF], HUM110 [NF]	9/29/2016
Student #6	Active	CIS126 [NF], CIS202 [NF]	10/4/2016
Student #7	Academic & Financial Aid Probation	CIS123 [E], ENG010 [DF], HUM110 [NF]	10/2/2016
Student #8	Active	BUS340 [NF], HR320 [NF], MGT375 [NF]	10/5/2016
Student #9	Active	CIS202 [NF], ENG117 [N]	9/22/2016

Figure 1R5.3: Academic Warning/Probation Counts, as of 10/5/16

Academic Warning	Probation – New	Probation – Continuing
21	13	6

As a whole, students at Midstate College are satisfied with the Student Success department. Ratings are excellent across the board for our internal surveys and the College scored consistently and significantly higher than our peer institutions on Student Success related items on the ALI. [See Figures 1R5.4, 1R5.5, 1R5.6]

Figure 1R5.4: Student Opinion Survey Results as Related to Student Success

Section VII: Student Services	2013	2014	2015	2016
E. Student Success	**4.41**	**4.55**	**4.47**	**4.36**
1. How do you rate the assistance you receive from the Student Success personnel?	4.43	4.51	4.47	4.35
2. How do you rate your satisfaction with the tutoring assistance you have received?	4.39	4.59	4.47	4.36
3. Did your instructor offer to meet with you to provide tutoring?				
Yes	48.60%	47.37%	55.71%	59.04%
No	51.40%	52.63%	44.29%	40.96%
4. How were you made aware of tutoring services?				
Instructor referral	24.30%	24.21%	34.29%	25.30%
College Administrator referral	2.80%	4.21%	12.86%	18.07%
Word of Mouth	26.17%	21.05%	17.14%	21.69%
Other	46.73%	50.53%	35.71%	34.94%

Ratings regarding Student Opinion Survey are on a 5.0 scale.

Figure 1R5.5: Graduate Exit Survey Results as Related to Student Success

Student Satisfaction	2011-2012	2012-2013	2013-2014	2014-2015	Grand Average
Student Success	3.67	3.73	3.62	3.74	3.69

Ratings regarding Graduate Exit Survey are on a 4.0 scale.

Figure 1R5.6: 2014 Adult Learner Inventory Results Related to Student Success

Student Support Systems	Midstate College 2014	National Four-Year Adult Learners	Mean Difference
11. This institution offers strategies to help me cope with the multiple pressures of home, work, and my studies.	5.63	4.95	+0.68
19. I receive timely responses to my requests for help and information.	6.06	5.76	+0.30
22. I receive the help I need to develop my academic skills, including reading, writing, and math.	6.30	5.74	+0.56
28. This institution initiates many opportunities for me to connect with other adult learners.	5.88	5.41	+0.47
31. This institution makes many support services available at convenient times and places.	6.30	5.66	+0.64

1I5: Improvements

In 2015, the College declared a Retention Action Project which will result in more formal data collection instruments being designed and put into place where only informal data collection methods are used for the following information:

• Looking for patterns in excessive call-ins from students who are missing class;

• Monitoring grades in developmental courses;

• Creating a spreadsheet to analyze class tutoring requests, track the number of tutoring appointments, and complete a follow-up survey to close the loop. (4.C.3)

With analysis of this data, combined with survey instrument results, we believe that we can make a significant difference in student persistence and retention. In addition, it will give us the opportunity to study data and base future decisions on outcomes.

Subcategory Six: Academic Integrity

1P6: Processes

Ensuring freedom of expression and the integrity of research and scholarly practice:

The College has a process for annually reviewing its academic integrity and academic freedom policies and ensuring that that they are up-to-date. The Catalog and Student Handbook both contain a section that outlines the College's belief and views on academic freedom and integrity. "Midstate College believes in providing an educational experience in an open, honest, respectful, and fair manner engendering a mutual trust between all students, faculty, and administrators. Academic integrity is a basic principle of the College's function." [See 2016 - 2017 Catalog, p. 41, online.midstate.edu/Downloads/Publications/Catalog.pdf] Full-time faculty's primary focus is teaching, not research or other scholarly pursuits. (2.D, 2.E, 2.E.1, 2.E.3, 3.B, 3.B.5)

The College employs several methods to encourage academic freedom of expression for faculty. (2.D, 3.B.5) The following are opportunities of expression provided to Midstate faculty, who are encouraged to:

• Submit writings for the College's newsletters, professional organizations, and other venues;

- Recommend and develop new courses and course content in their area of expertise with approval of the program advisory board and the Curriculum and Assessment Committees;

- Share their research work and thesis with their peers after completion of a new degree level;

- Request topics for faculty meetings;

- Share information on topics of interest in faculty meetings;

- Develop Co-curricular activities in collaboration with the Student Affairs department;

- Participate in faculty professional development and continuing education. [See 3P3]

Ensuring ethical learning and research practices of students:

The College employs several processes to ensure ethical student learning and research practices: publication of academic integrity expectations, third-party resources for verifying work originality made available to students, departmental student writing and research support, training sessions, course sequencing recommendations, and identity verification. (2.E.1, 2.E.2, 3.B.3)

The first process involves publication of student academic integrity and ethical guidelines, academic dishonesty definitions, and identity tracking procedures in the Catalog and handbooks. Areas highlighted in these publications include: expected research and writing practices, academic dishonesty definitions, plagiarism descriptions, and consequences of violating Midstate's academic integrity policies.

Several processes are in place to act as interventions and to help prevent cheating, dishonesty, and plagiarism. The first of these processes is to use course sequencing in scheduling students so that they take composition classes before upper-level courses, where advanced research and writing assignments are assigned. The College has constructed the composition classes to introduce and strengthen research and writing skills. (2.E.1, 2.E.2)

Another proactive prevention process in place involves the library acting as a resource and aid to both new and existing students for helping them develop ethical research and writing practices. The Director of Library Services trains new students in the basics of research paper writing and introduces students to the library resources that are available for additional support. Additionally, when research papers or projects are assigned, the Director of Library Resources visits on-campus classes and is added to online courses to provide additional resources and help with works cited pages as well as to provide an easy, effective way for students to receive assistance when research and writing is required. (2.E.1, 2.E.2)

Additionally a proactive prevention process in place is the maintenance of a third-party resource which checks students' work for originality. Since 2006, the College has maintained membership to Turnitin for both students and faculty as an additional aid to help ensure ethical research and writing practices. In 2012 the College started giving active students access to the Turnitin resources each term. This resource allows students to check all writing assignments without the information being stored in Turnitin's repository. Students are provided this information through email, electronic announcements, and a student welcome announcement each term.

Another process in place to ensure that students understand academic integrity occurs with the assistance of the Student Success department. This department offers tutoring services through self-referral, walk-ins, and instructor referrals. Writing assistance is one of the areas of tutoring that is offered. Additionally, if academic dishonesty is reported, it is processed by the Dean of Students who coordinates with the student's Program Director to resolve the issue. The process for how plagiarism, dishonesty, and cheating are handled is outlined under the Academic Integrity policy in the Catalog and Student Handbook. The

form that documents the offense is placed in a student's hard copy file after a resolution is reached. (2.E.1, 2.E.2, 2.E.3)

The College uses several processes to verify student identification throughout the student life cycle. It starts with authenticating identification during new student enrollment by verifying a photo ID. The College uses multiple techniques to validate eLearning student identity. At the log-in page, the College's Learning Management System (LMS) contains a disclaimer statement acknowledging student identity, citing the College's Academic Honesty Policy, and the Higher Education Opportunity Act. Additionally, if questions arise regarding academic integrity, the LMS is equipped with reports that can track log-in and IP addresses of all users. There is also a process for proctoring exams that requires photo identification.

Ensuring ethical teaching and research practices of faculty:

The College has several processes for ensuring ethical teaching practices for faculty. Academic integrity and ethics are part of orientation training for all new faculty members. An orientation checklist is used to ensure this training occurs. Additionally, all new employees sign off for reviewing the Code of Ethics, Misrepresentation Policy, and academic integrity policies. (2.E.3) Faculty contracts (including the work-for-hire agreement) and job descriptions outline copyright policies, delivery of work policies, expectations, and duties. Employee counseling is documented and initiated whenever employee behavior varies from the professional standard set by the Code of Ethics, academic integrity policies, and legal obligations.

There are several processes in place for students to share issues that they have regarding their teaching and learning experiences. At the end of every term, students are given the opportunity to provide input as part of course evaluations. The College has complaint and grievance policies published on the College's website and in the College Catalog. Students can also appeal a grade by completing a form for a grade appeal. (2.E.3)

Additional processes used to encourage ethical teaching involve the following: (2.E.1, 2.E.3)

- The use of grading rubrics to ensure expectations for assignments are understood by students and faculty's feedback is clearly defined.

- Faculty request eLearning students to write an autobiography at the start of each term; this provides a writing sample for future writing comparison and allows faculty to become acquainted with each student.

- eLearning faculty are trained to use security features that are offered through the LMS. For example, faculty can shuffle questions within an exam, or they can require students to post to a forum before the student can see what his or her peers have written in the same forum.

- There is an eLearning faculty commitment form that is signed by all eLearning instructors when going through training with the eLearning Coordinator. The form asks faculty to include hours of availability in their syllabus as well as best practices and eLearning requirements. Included in these requirements is how often faculty are required to log-in to the LMS, what the expectations are with responding to student inquiries, and weekly grading deadlines.

- Faculty are encouraged to use Turnitin for major assignments to check student originality; this is available as an integrated assignment object in the LMS for easy use.

- When a course is online but requires a synchronous session, instructors check a student's ID.

- All faculty follow a designated syllabus template to ensure information continuity.

- Faculty are required to follow the Family Educational Rights and Privacy Act (FERPA) and guidelines in relation to all protected student data, which includes student grades. Annual trainings help ensure compliance.

1R6: Results

Annually, the Institutional Effectiveness Committee monitors longitudinal information on the following metrics to discover trends: course completion and drop rates by instructor and trends in grade distribution. Student data regarding plagiarism and cheating are tracked and handled through the Student Success department by the Dean of Students. The Dean of Academics tracks all faculty incidents related to academic freedom, copyright infringement, and work-for-hire. The library tracks online library resource usage and face-to-face support and assistance provided to library patrons. [See Figures 1R6.3, 1P5.2] The eLearning department tracks the use of Turnitin for both students and faculty.

Since the last systems portfolio, the College doesn't have any documented faculty incidents regarding academic freedom, copyright infringement, and work-for-hire. The Institutional Effectiveness Committee hasn't reported any trends of significance that have caused any data-driven decisions in relation to faculty performance as a result of data reviewed.

The College has made it easier in the past few years for students to check their own work and for instructors to easily detect plagiarism. The number of users of Turnitin has increased by 180 percent for instructors and by 93.8 percent for students. The College is pleased with the magnitude of current upward trends but will continue training and advertising to promote its use. [See Figure 1R6.1]

Figure 1R6.1: Turnitin Usage for Students and Faculty

Academic Year	Instructors	Students	Submissions	Originality Reports	75-100%	50-74%	25-49%	0-24%	No Matches	Graded Papers	Originality Breakdown Percent of Papers	
											0-49%	50%+
2012	25	193	264	263	19	18	43	111	72	86	86%	14%
2013	71	317	1263	1261	68	91	195	482	425	786	87%	13%
2014	66	332	1896	1896	73	130	240	749	704	1304	89%	11%
2015	70	374	899	1301	134	65	153	510	439	229	85%	15%

The most common violations of Academic Integrity occurred in the area of plagiarism. The Dean of Students will continue to track formal violations of Academic Integrity. The College will continue our current processes for encouraging students to comply with our Academic Integrity policies. [See Figure 1R6.2]

Figure 1R6.2: Number of Student Violations of Academic Integrity

Number of Violations of Academic Integrity	2013	2014	2015	2016
Plagiarism	4	3	2	2
Cheating	0	0	1	2

1I6: Improvements

For the 2013-2014 Catalog, the College revamped its Academic Integrity Policy and updated the processes for handling academic dishonesty. The Catalog outlines student penalties for academic dishonesty and how the documentation will be stored for each offense and what the appeal process entails. Additionally, a form was created for faculty to complete to make it easier to process and store academic dishonesty offenses. The Academic Integrity Policy continues to be updated annually as part of the Catalog update cycle. Annual training is held in faculty meetings to review the updated Academic Integrity policy and processes.

Midstate transitioned the format of the online library from a webpage to the LibGuide platform, replacing singular links to multidisciplinary databases and catalogs with individual "websites" created specifically for a program/subject. [See Figure 1R6.3] Now students not only have a vehicle to Midstate's eSubscriptions and catalogs but also to relevant and vetted internet resources, including everything from digestive system tutorials to customer service videos. The LibGuides have given the librarian a means to give students, both on campus and off, instruction on everything from evaluating websites, to locating professional associations, to APA and MLA formatting as well as a place to promote the College's Academic Integrity policies. (3.B.3, 3.B.5)

Figure 1R6.3: Online Library Usage

Guide ID	Guide Name	2015 Oct	2015 Nov	2015 Dec	2016 Jan	2016 Feb	2016 Mar	2016 Apr	2016 May	2016 Jun	2016 Jul	2016 Aug	2016 Sep	Total
387142	Health Science Resources	81	141	52	99	47	102	65	111	126	42	97	94	1057
388818	Business Resources	18	94	38	63	68	126	109	120	90	54	95	36	911
398229	English & Humanities	0	43	16	24	66	161	102	65	108	16	47	54	702
397524	Computer and Information Science	0	50	64	65	48	29	10	27	16	10	8	9	336
388908	Law & Social Justice	0	30	14	22	4	61	18	23	18	10	47	12	259
472015	Administrative Professional Resources	0	0	0	0	0	13	62	40	12	9	27	21	184
412617	Realtime Reporting Resources	0	0	0	0	0	30	28	42	4	7	0	18	129
484344	General Resources	0	0	0	0	0	0	6	19	11	0	14	34	84
468631	History	0	0	0	0	0	0	0	12	14	4	6	3	39
Total Views by Month		**99**	**358**	**184**	**273**	**233**	**522**	**400**	**459**	**399**	**152**	**341**	**281**	**3701**