Grand Rapids Community College

HLC ID 1325

OPEN PATHWAY: Reaffirmation Review   Review Date: 3/25/2024

Dr. Charles Lepper
President

Linnea Stenson
HLC Liaison

Lisa Perez Miller
Review Team Chair

Lada Gibson-Shreve
Federal Compliance Reviewer

Jayant Anand
Team Member

Purva DeVol
Team Member

Brian Dille
Team Member

Carolyn Kasdorf
Team Member

Context and Nature of Review

Review Date

3/25/2024

Review Type:
Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Established in 1914, Grand Rapids Community College (GRCC) is the first community college in Michigan. GRCC's mission affirms it is an open access College that prepares individuals to attain their goals and contribute to the community. According to the *2023 Fast Facts*, in fall 2022, 11,777 students were enrolled at GRCC, including 57% female, 43% male, 72% part-time and 28% full-time. The average age of students was 24 and 31% were 25 and older. Fall 2022's race/ethnicity breakdown included 60% white or Caucasian,17% Hispanic/Latino/Latina, 9% Black or African American, 5% not specified, 4% Asian, 4% two or more races, and 1% American Indian or Alaskan Native. The composition of GRCC's student body and staff reflects that of the community. The Grand Rapids, Michigan population is made up of 63% white,18% black, American Indian 0.5% and Asian 2.8%.

In fall 2022, 8,470 (72%) students enrolled were resident students of Kent County, 3,143 (27%) students were non-resident students (other Michigan counties), and 164 (1%) students were from outside of Michigan. In 2021-2022, transfer students totaled 2,245 (who were enrolled at GRCC) and transferred to (enrolled at) another college or university. Grand Valley State University received the most GRCC transfers, with 578 students or 26%. In 2022-23, Non-Credit Students included 12,976 (Workforce Training/CEPD), 1,473 (Customized Training), 174 (Job Training), and 476 (Construction Electrical Apprenticeship).

The *Fall 2023 Weekly Enrollment Report* listed the unduplicated headcount at 12,157 and credits attempted at 101,603. Full-time student headcount totaled 3,493 and Part-time student headcount was 8,578. The GRCC Main Campus headcount was 11,400, Lakeshore Campus was 835 headcount, and off campus headcount was 1,143.

According to the *2023 Fast Facts*, GRCC's fall 2022 workforce included 244 full-time faculty, 162 clerical/secretarial/service/maintenance, 165 technical and paraprofessional, 35 other professional, 35 executive/admin/managerial, and 14 skilled trades. Just more than 94% of GRCC faculty hold a Master's Degree or PhD. In-person, hybrid, online, and virtual courses provide learning opportunities in flexible formats to GRCC students. Classes are offered at the main campus in downtown Grand Rapids and at the Lakeshore campus in Holland. In addition, GRCC has six Middle College partners and seven concurrent enrollment locations.

Partnerships with regional high schools and technical centers provide educational pathways for students. GRCC has articulated program agreements with a number of four-year partners, and reverse transfer agreements with local universities. The average class size is under 25 students.

During fiscal year 2022-2023, GRCC was awarded 30 grants totaling $9,100,510. Of these, two were formula grants,11 were for competitive renewal of continuation projects, and 17 were for new projects. The American Association of Community Colleges, Dell Technologies, and Intel awarded a $40,000 grant and GRCC was one of 15 colleges in the nation receiving this award.

Twelve Academic Pathways, with a variety of programs within each Academic Pathway are currently offered by GRCC. Pathways include 1) Art, Architecture, and Mechanical Design, 2) Business, 3) Computer Information Systems, 4) Culinary Arts, Hospitality, and Brewing, 5) Education and Child Development, 6) Health and Exercise Sciences, 7) Humanities, English, Language, and Communication Studies, 8) Manufacturing and Applied Technology, 9) Math, Science, and Engineering, 10) Music and Theater, 11) Public Service, 12) Social and Behavioral Sciences. In addition to these traditional liberal arts and occupational pathways, GRCC also offers adult education courses, skilled training courses, and apprenticeships.

The College is accredited by the National Alliance of Concurrent Enrollment Partnerships. The *Institutional Status and Requirements Report* lists, in addition to the Higher Learning Commission, other recognized accreditors, including Accreditation Commission for Education in Nursing, Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Radiologic Technology, and the National Association of Schools of Music. GRCC is approved at the Associate's program level and is approved for distance education courses and programs. In addition to the main campus, GRCC has eight locations including Cedar Springs High School, Kenowa Hills High School, Grand Rapids Community College Occupational Training/Tassel MTEC, Ottawa Hills High School, Kent Intermediate School District, Lakeshore Campus, East Kentwood High School, and Wyoming High School.

GRCC provides educational opportunities through partnerships with high schools, colleges and universities, workforce, and regional organizations. The College is engaged with many external constituencies and partners, that all play a critical role in the College's success. These also include advisory committees.

Providing GRCC's strategic planning framework, the 2023-2028 Strategic Plan consists of five goals: 1) Teaching and Learning, 2) Completion and Transfer, 3) Equity, 4) Community Impact, and 5) Infrastructure and Sustainability. The institution's Composite Financial Indicator was 6.85 in 2023 compared to 7.58 in 2022, according to the 2023 Institutional Update. Funding sources for the College is tuition and fees (38%), local property tax revenue (31%), the State of Michigan ((30%), and miscellaneous sources (1%). GRCC's total economic impact on the community was $1 billion in 2020-2021.

GRCC's land acknowledgment statement outlined on the College website states *"we validate and recognize that Grand Rapids Community College sits on the land of the original peoples, now represented by the Grand River Bands of Ottawa Indians. We honor and acknowledge the ancestorial land of the Anishinaabe – Three Fires Confederacy of Ojibwe, Odawa and Potawatomi peoples, and all indigenous peoples, past, present, and future."*

The College is in Grand Rapids, Michigan on the Grand River, east of Lake Michigan. The population is 196,908 (2022 U.S. Census).

Interactions with Constituencies

Opening Meeting

1. Physical Sciences Professor
2. Vice President for Finance and Administration
3. Instructional Support and Institutional Planning Interim Associate Provost
4. Interim Provost and Executive Vice President of Academic and Student Affairs
5. President
6. Chief of Staff
7. Information Technology Chief Information Officer/Vice President
8. Interim Vice President of College Advancement and Executive Director of the GRCC Foundation

Criterion 1 and Criterion 2 Forum

1. School of Liberal Arts Dean
2. Workforce Training Program Manager
3. Interim Vice President for College Advancement and Executive Director, GRCC Foundation
4. Workforce Training Community Recruitment
5. Student Life Director
6. Library and Learning Commons Librarian
7. GRCC Foundation Donor Stewardship/Interim Assistant Director
8. School of Liberal Arts Associate Dean
9. Business Department Head
10. School of STEM Dean
11. Operational Planning Executive Director
12. Instructional Support & Institutional Planning Director of Curriculum Development & Assessment
13. MTEC Career Coach
14. Workforce Training Associate Dean
15. Student Success Associate Dean
16. Workforce Training Program Manager
17. GRCC Foundation Development Manager
18. Financial Aid Executive Director
19. College Advancement Assistant to the Vice President
20. Financial Aid Senior Functional Analyst
21. Financial Aid Assistant Director of State Programs & Compliance
22. Financial Aid Tech Specialist
23. Accounting and Budgeting Services Financial Services Assistant
24. GRCC Foundation Database Coordinator
25. GRCC Foundation Scholarship Coordinator
26. Financial Aid Functional Analyst
27. Financial Aid Associate Director
28. Admissions and Enrollment Enrollment Specialist
29. Computer Information Systems Assistant Professor
30. Physical Sciences Professor
31. Woodrick Center of Inclusion and Multicultural Affairs Interim Director
32. Library and Learning Commons Professor
33. President's Office Chief of Staff
34. General Counsel General Counsel
35. Student Success Coordinator of Student Success and Retention
36. Student Success Dean

37. Experiential Learning Director
38. Applied Technology Assistant Professor
39. Visual Arts Department Head
40. Institutional Research Information Analyst
41. Human Resources Generalist for Faculty
42. Promise Zone Director
43. Instructional Support & Institutional Planning Director of Transfer and Articulation
44. Workforce Training Dean
45. Health Sciences Dean
46. Nursing Program Director
47. Institutional Research Data and Reporting Analyst
48. High School Partnerships Director
49. College Success Coach
50. School of Business and Industry Dean
51. Instructional Support & Institutional Planning Interim Associate Provost
52. Information Technology Chief Information Officer

Student Lunch

Total students: 49

Lakeshore attendees: 6

Main Campus attendees: 43

Community Partners Forum

1. Business/Industry - Leggett & Platt
2. Business/Industry - Leggett & Platt
3. Business/Industry - Blue Cross/Blue Shield of Michigan
4. Community/Non-Profit Organization - Heart of West Michigan United Way
5. K-12 - Kent Intermediate School District
6. K-12 - Grand Rapids Public Schools
7. Business/Industry - Kellogg Company (retired)
8. Business/Industry - Holland Home
9. University - Grand Valley State University
10. Community/Non-Profit Organization - Goodwill
11. Local Government - City of Grand Rapids
12. Economic Development Agency - Lakeshore Advantage
13. University - Grand Valley State University
14. Chamber of Commerce - South Kent Chamber of Commerce
15. University - Grand Valley State University
16. Economic Development Agency - The Right Place, Inc.
17. Business/Industry - Gentex
18. Business/Industry - Mercantile Bank
19. K-12 - Grand Rapids Public Schools

20. Chamber of Commerce - West Michigan Hispanic Chamber of Commerce
21. Business/Industry - Autocam Medical

Criterion 3 and Criterion 4 Forum

1. School of Liberal Arts Associate Dean
2. Finance and Administration Executive Director
3. Physical Science Department Head
4. School of STEM Dean
5. Student Success Dean
6. Instructional Support and Institutional Planning Director of Transfer and Articulation Services
7. Instructional Support and Institutional Planning Director of Curriculum Management
8. GRCC Foundation Development Management
9. GRCC Foundation Interim Assistant Director and Donor Stewardship
10. College Advancement Assistant to the Vice President
11. Health Sciences Associate Dean
12. Grants Director
13. Financial Aid Executive Director
14. Academic Advising and Transfer Center Advisor
15. Financial Aid Functional Analyst
16. MTEC Education Training Specialist
17. Admissions and Enrollment One-Stop Specialist
18. MTEC Education Training Specialist
19. Academic Advising and Transfer Center Advisor/Faculty
20. Teaching, Learning, and Distance Education Instructional Designer
21. Information Technology Director of IT Service Management
22. Provost's Office Interim Provost
23. School of Business and Industry Associate Dean
24. Information Technology Director of Media
25. College Success Center Student Success Coach
26. Financial Aid Senior Functional Analyst
27. Academic Support and Tutoring Services Associate Director
28. GRCC Foundation Database Coordinator
29. Information Technology Chief Information Officer
30. College Success Center Success Coach
31. Academic Support and Tutoring Services Math Tutorial Lab Coordinator
32. Academic Advising and Transfer Center Advisor
33. School of STEM Associate Dean
34. College Success Center Success Coach
35. English Instructor
36. Financial Aid Technical Specialist
37. Workforce Training Program Manager
38. Facilities Executive Director
39. Workforce Training Program Manager
40. Strategic Outreach Program Manager
41. Instructional Support and Institutional Planning Program Manager
42. Student Success Interim Associate Dean

43. Institutional Research Technician
44. Physical Sciences Assistant Professor
45. Occupational Support Services Interim Program Director, Advisor, Assistant Professor
46. Radiologic Technology Program Director
47. Teaching, Learning, and Distance Education Executive Director
48. Curriculum Development and Assessment Director
49. Human Resources Coordinator of Adjunct Faculty and Contingency Employment
50. High School Partnerships Director
51. Physical Sciences Professor
52. Social Sciences Department Head
53. Psychology Professor
54. Academic Support and Tutoring Services Tutorial Coordinator
55. Human Resources Generalist for Faculty
56. Disability Support Services Program Director
57. Computer Information Technology Professor
58. Radiologic Technology Assistant Professor
59. Biological Sciences Professor
60. English Department and Teaching, Learning, and Distance Education Associate Professor/Faculty Professional Development Liaison
61. Mechanical and Architectural Design Department Head
62. Library and Learning Commons Assistant Professor
63. School of Business and Industry Dean
64. Academic Support and Tutoring Services Tutorial Coordinator
65. Applied Technology Assistant Professor
66. College Success Center Success Coach
67. Institutional Research-Research Analyst
68. Interim Vice President for College Advancement and Executive Director, GRCC Foundation

Criterion 5 Forum

1. College Advancement Assistant to the Vice President
2. Student Life Assistant Director
3. Financial Aid Technical Specialist
4. President's Office Chief of Staff
5. Workforce Training Executive Director
6. Human Resources Generalist
7. Workforce Training Program Manager
8. Instructional Support & Institutional Planning Director of Curriculum Development and Assessment
9. Finance/Administration Executive Director
10. Psychology Department Head
11. Honors Program Student
12. GRCC Foundation Database Coordinator
13. Student Success Dean
14. Human Resources Executive Director
15. Instructional Support & Institutional Planning Director of Transfer and Articulation Services
16. School of Liberal Arts Associate Dean
17. High School Partnerships Director

18. Accounting Treasury Manager
19. Student
20. GRCC Foundation Interim Assistant Director
21. Biological Sciences Faculty
22. Human Resources Recruiter
23. Purchasing Director
24. Disability Support Services Advisor
25. School of Liberal Arts Dean
26. Honors Program Student
27. Honors Program Student
28. Honors Program Student
29. College Success Center Success Coach
30. GRCC Foundation Development Manager
31. Health Sciences Dean
32. English Faculty
33. Financial Administrator
34. Provost's Office Interim Provost
35. Instructional Support & Institutional Planning Interim Associate Provost
36. Financial Aid Associate Director
37. Financial Aid Office Manager
38. Financial Aid Executive Director
39. Instructional Support & Institutional Planning Director of Curriculum Management
40. Information Technology Chief Information Officer
41. Institutional Research Director
42. Language and Thought Department Head
43. Gerald F. Ford Fieldhouse Director
44. School of Business and Industry Dean
45. Academic Advising and Transfer Center Program Director
46. Information Technology Asset and Project Manager
47. College Advancement Interim VP/Executive Director of GRCC Foundation
48. Business Professor
49. Visual Arts Department Head
50. Library and Learning Commons Associate Professor
51. Social Sciences Professor
52. Business Associate Professor
53. Social Sciences Professor

Board of Trustees

Total members: 7

Distance Education - Area of Focus

1. Physical Sciences Faculty
2. School of STEM Dean
3. Information Technology Support Desk Team Coordinator

4. Library and Learning Commons Associate Professor
5. Computer and Information Technology Professor
6. Social Sciences Professor
7. Teaching, Learning, and Distance Education Instructional Designer
8. Academic Advising and Transfer Center Program Director
9. Business Professor
10. Occupational Support Interim Program Director
11. Academic Support and Tutoring Services Associate Director
12. Student Records Registrar
13. Student Life Director
14. Academic Advising and Transfer Center Associate Professor
15. Instructional Support & Institutional Planning Director of Curriculum Management
16. Financial Aid Executive Director
17. Instructional Support & Institutional Planning Interim Associate Provost
18. Institutional Research Director
19. General Counsel General Counsel
20. Instructional Support & Institutional Planning Director of Transfer and Articulation Services
21. Student Financial Services Director

Federal Compliance Review

1. Department Role
2. Student Records Registrar
3. Student Life Director
4. Academic Advising and Transfer Center Associate Professor
5. Instructional Support and Institutional Planning Director of Curriculum Management
6. Financial Aid Executive Director
7. Instructional Support and Institutional Planning Interim Associate Provost
8. Institutional Research Director
9. General Counsel General Counsel
10. Instructional Support and Institutional Planning Director of Transfer and Articulation Services
11. Student Financial Services Director

Student Support Services - Area of Focus

1. Counseling and Career Development Counselor
2. Physics Lab Tutorial Lab Coordinator
3. Student Success Coordinator, Student Success & Retention
4. Student Success Dean
5. Student Success Interim Associate Dean
6. Math Tutorial Lab Tutorial Lab Coordinator
7. Occupational Support Programs Interim Program Director
8. Disability Support Services Professor/Counselor
9. Academic Advising and Transfer Center Professor/Counselor
10. Disability Support Services Associate Professor/Counselor
11. Student Success Associate Dean

12. Academic Advising and Transfer Center Professor/Counselor/Academic Advisor
13. Academic Support and Tutorial Services Associate Director
14. Counseling and Career Development Program Director
15. Academic Advising and Transfer Center Associate Professor
16. TRIO Professor/Program Advisor
17. Business/Econ. Tutorial Lab Tutorial Lab Coordinator
18. ATC Tutorial and Open Lab Tutorial Lab Coordinator
19. Disability Support Services Program Director
20. Math Prep and Learning Lab Tutorial Lab Coordinator
21. TRIO Program Advisor
22. Language Arts Lab Tutorial Lab Coordinator
23. Academic Advising and Transfer Center Academic Advisor
24. Academic Advising and Transfer Center Academic Advisor, Assistant Professor, CLS Coordinator
25. Health Sciences and Resource Lab Tutorial Lab Coordinator

Institutional Governance - Area of Focus

1. Physical Sciences Faculty
2. Human Resources Coordinator/Recruiter
3. Ford Fieldhouse Director
4. Woodrick Center of Inclusion and Multicultural Affairs Interim Director
5. IT Endpoint Management Senior Systems Administrator
6. Institutional Research Director
7. Human Resources Generalist for APSS, Campus Police & CEBA
8. Academic Support and Tutoring Services Biology Lab Tutorial Coordinator
9. English Department Head, FFA VP
10. Psychology Department Head, FFA VP
11. Human Resources Generalist for Faculty

Quality Assurance for Lakeshore, Ottawa Hills, KISD - Area of Focus

1. Middle College Student Navigator
2. Student Success Interim Associate Dean
3. Lakeshore Campus Executive Director
4. Financial Aid Executive Director
5. School of STEM Associate Dean
6. Provost's Office Interim Provost
7. School of Business and Industry Dean
8. Student Success Dean
9. Academic Advising and Transfer Center Professor/Counselor/Academic Advisor
10. Computer Information Systems Faculty
11. Secchia Institute Program Director
12. Institutional Research Data Warehouse Manager
13. School of STEM Dean
14. School of Liberal Arts Associate Dean
15. Finance and Administration Vice President

16. Health Sciences Associate Dean
17. Workforce Training Associate Dean
18. High School Partnerships Director
19. Workforce Training Executive Director
20. Social Sciences Assistant Professor
21. Academic Advising and Transfer Center Director
22. School of Liberal Arts Dean
23. Lakeshore Campus Lead and Coordinator
24. Provost's Office Interim Provost
25. School of Business and Industry Associate Dean

Exit Session

1. President
2. Provost's Office Interim Provost
3. Physical Sciences Faculty
4. Instructional Support and Institutional Planning Interim Associate Provost

Additional Documents

Websites reviewed include:

https://nces.ed.gov/ipeds/use-the-data

https://www.grcc.edu/

https://www.grcc.edu/faculty-staff/institutional-research/documents-reports

https://www.grcc.edu/faculty-staff/human-resources

https://www.mlive.com/grand-rapids-muskegon/

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Grand Rapids Community College (GRCC) developed its mission using an inclusive process suited to the nature and culture of the institution. In 2011–2013, GRCC developed its mission as an open access college that prepares individuals to attain their goals and contribute to the community. GRCC faculty and staff serving on the Strategic Leadership Team (SLT) developed the mission statement. During the open forum, faculty and staff were able to describe their participation in the process. Under the guidance and leadership of the SLT internal and external constituents had an opportunity to review the mission. They were intentional in making sure that an inclusive diverse group of individuals provided feedback when reviewing the mission. The mission was officially endorsed by the Board of Trustees and renewed with the 2013-2017 Strategic Plan, and again with the 2018–2022 Strategic Plan.

In 2021-2022, the GRCC SLT was charged by the College president to revisit the mission vision and values statement. The consensus among internal and external stakeholders was the College's Mission and Vision accurately reflected the priorities and goals of the College's work and the statements remained unchanged. These efforts resulted in what is now the 2023-2028 GRCC Strategic Plan framework endorsed by SLT in April 2022. This SLT Plan framework, with the Mission and Vision statements, Overarching Principles, and Five Strategic Goals was presented to and endorsed by the Board of Trustees (BoT) on June 13, 2022.

GRCC's academic programs are consistent with its stated mission. GRCC's mission reads, "Grand Rapids Community College (GRCC) is an open access college that prepares individuals to attain their goals and contribute to the community." The GRCC is devoted to a mission of preparing students for successful careers in Architecture and Mechanical Design, Business, Computer information Systems (CIS), Culinary Arts, Hospitality and Brewing, Education and Child Development, Health and Exercise Sciences, Humanities, Manufacturing and Applied Technology, Math, Science and Engineering, Music and Theatre, Public Service, and Social and Behavioral Sciences. The College provides open access to innovative education resulting in associate degrees, certificates, and other credentials including workforce training.

GRCC's student support services are consistent with its stated mission. In support of its mission for open access, GRCC provides corequisite courses in Math and English for students who do not meet entry-level prerequisites for general education students. All students have access to both the Mathematics Tutorial Lab and the Learning Lab to receive academic help. Students interviewed during the visit expressed how helpful the mathematics and learning lab were. They were surprised more students did not take full advantage of these services. They described the ease of checking out TI83 and TI84 calculators as these are expensive yet needed for success tools that GRCC provides. They also elaborated on receiving assistance with MLA and APA requirements needed for success in English writing courses. Health Science tutors are also available, and while very busy, encouraged booking several weeks in advance if an upcoming test was approaching to get the assistance needed to be successful.

During the student support services forum, faculty and staff stated a litany of services outside of the Math and English Tutorial Lab. These services were available for in-person or distance students equally. Regardless of campus location, GRCC offers equitable access and services alike. GRCC uses their LMS - Blackboard to make students aware of the services the institution provides. Other student touches include personal email, social media, face to face, brochures, and a link at the bottom of each faculty's email to enable students to seek assistance.

While touring the campus, food pantries were easily found in strategic locations throughout the facilities. Tutoring labs were open and students could be seen receiving assistance.

GRCC supports students outside of the classroom. The expansion of student mental health and basic needs support included a food pantry, technology support for students with access limitation lead up to GRCC Cares Network providing additional wrap around services for students in need. These wrap around services addresses barriers to access and success including unemployment and food insecurity. Faculty and other College personnel can refer students when hardships arise. The Student Employment Services serves students, former students, and alumni by providing on and off campus employment opportunities as well as providing resume writing, cover letters, references, and networking. Common resources, such as financial aid assistance, scholarship assistance, advising, and residence life resources are available to support students.

GRCC's enrollment profile matches its mission of being an open-access institution dedicated to meeting the academic needs of all students providing open access to achieve a wide variety of educational opportunities. GRCC's website states that degree-seeking students must possess a high school diploma or GED. If a student does not have either of these credentials, they must be 18 years or older. A student with a high school diploma must also have a cumulative high school GPA of 2.0 or higher and an 18 or higher on ACT sub scores in Math, English, and Reading. Upon admission to GRCC, students must establish their readiness for college-level courses in English and Math. For English course placement, students must submit ACT or SAT scores, or take GRCC's English

placement assessment. For Math course placement, students must complete the ALEKS assessment. All students new to GRCC who are seeking a degree or certificate are required to attend a Grand Rapids Community College mandatory New Student Orientation session prior to enrollment in courses. During orientation, new students meet with assigned academic advisors to begin their academic planning, and success coaches assist students with onboarding and course registration.

IPEDS data shows that GRCC had 11,803 students enrolled during the Fall 2022 semester. Most of the students (10,272) were degree/certificate seeking.

GRCC's Mission Statement, Vision and Values were developed in a collaborative process that included input from both internal and external stakeholders. The mission statement is also included in GRCC's recruiting documents. While the mission statement is easily found on GRCC's website, the mission also resonated in every conversation with faculty, staff or students where it was intertwined in their responses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The mission statement was created in 2011 and reads, "Grand Rapids Community College (GRCC) is an open access college that prepares individuals to attain their goals and contribute to the community." This statement is consistent with GRCC's emphasis on undergraduate programs and preparing students for careers in 12 different pathways.

GRCC has many partnerships including high school partnerships offering 60 transferable credits and/or associate degrees or technical certificates to high school students while also earning a high school diploma. Other partnerships include colleges and universities including several articulation agreements where GRCC students can use credits earned toward a terminal degree at most four-year colleges or universities. GRCC has workforce partnerships serving area employers with job training programs and hands on education for employment skills. For example, according to a news article dated February 3, 2023, US Senator Gary Peters announced $998,000 was secured through a government funding bill to create a new state of the art fully automated training facility to enhance GRCC's extensive career training programs geared towards the future of manufacturing throughout Michigan. Finally, CEO-led groups, such as TalentFirst, the West Michigan Manufacturer's Council, and the Healthcare Employers Council, directly interact with faculty on program development, labor data validation and provide a consistent feedback loop on GRCC graduates.

The mission, vision and values articulate what students, and the community can expect of the programs and personnel at GRCC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

GRCC encourages curricular and cocurricular activities that prepare and broaden student's understanding of culture and society for informed citizenship and workplace success. Beginning with General Education (GE) courses, that are required with all associate degrees, GE courses include Humanities, Social Sciences, English, Math, and Natural Sciences. Learning outcomes also include civic engagement, communication, critical thinking, cultural competence, information literacy, intellectual curiosity, and problem solving.

GRCC offers Service Learning where students align course outcomes to meet community needs. For example, the Mobile Application and Security class as explained by Professor Andrew Rozema developed an application for the Grand Rapids Festival of the Arts. Students worked with community partners to address real world applications that were considered when building the mobile application. Service learning has been at GRCC since the early 90s. It is available to all faculty, and approximately 10 participate in this opportunity annually. These faculty coordinate with external partners (K-12 schools) to learn about the disciplines. For example, in April 2024, schools were invited to campus to learn about STEM opportunities.

GRCC co-curricular offerings include seminars, lectures series, Honors programs, Community Engagement opportunities and Athletics to allow for a wide array of options for students to participate with topics or activities that interest them. Each of these activities allows students the chance to build leadership skills, instill values of respect, integrity, discipline while balancing many demands with the goal of applying useful skills and ultimately becoming informed citizens within their community.

The Office of Diversity, Equity, and Inclusion (ODEI) aligns a sense of belonging and access for members of the campus community. Focusing on a holistic student development model, the ODEI addresses external factors impeding student success. ODEI also sponsors diversity lecture series, salute to women, African American history, culture, and achievements, as well as LatinX Youth Conferences. GRCC also partners with the City of Grand Rapids, Kent County, Roosevelt Park,

Puerto Rican and Latino Community Coalitions.

The composition of GRCC's student body and staff reflects that of the community. Grand Rapids, Michigan is made up of 63% white, 18% black, American Indian 0.5%, and Asian 2.8%. IPEDS data from 2022 show that GRCC's student body is 60% white, 9% Black, 1% American Indian, and 4% Asian. As of Fall 2022, less than 1% of individuals enrolled at GRCC were international students. GRCC has built an informational page on its website to recruit international students who possess an F-1 visa.

GRCC supports under-represented, at-risk, and special student populations including Veterans, adult learners, first-generation, low-income, and students with disabilities.

GRCC fosters respect by offering an inclusive environment where collaborative decision-making using intentional input was sought from students, faculty, staff, and administrators with diverse backgrounds and perspectives, assisted with the creation of GRCC's policies, practices, and priorities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

GRCC's mission is clear and articulated publicly. GRCC's mission was developed using an inclusive process and was officially adopted by the GRCC's BoT. The mission is posted on GRCC's website. All of GRCC's degree options align with its mission of providing degree options as published in the catalog. GRCC's enrollment profile matches its mission of being an open-access institution.

GRCC understands the relationship between its mission and the diversity of society. The composition of GRCC's student body reflects that of the surrounding community.

GRCC demonstrates its commitment to the public good by engaging with external constituents and responding to their needs. Community members from a wide array of industries spoke about the partnerships, volunteer opportunities and intentional collaboration with GRCC faculty and administration. Graduates serve the community in a variety of positions throughout Kent county. The community expressed how GRCC has "its finger on the pulse of the community" and has "boots on the ground" to stay connected to the work of the community. Faculty seek input from advisory groups to assist and create course and program-level outcomes. GRCC continues to build current programs that fulfill the needs of the local community.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

From 2011 through 2013, Grand Rapids Community College (GRCC) developed its mission as an open access college that prepares individuals to attain their goals and contribute to the community. GRCC faculty and staff serving on the Strategic Leadership Team (SLT) led the development of the mission statement. The mission was officially endorsed by the Board of Trustees (BoT) and renewed with the 2013-2017 Strategic Plan, and again with the 2018–2022 Strategic Plan.

In 2021-2022, the SLT was charged by the College president to reevaluate the mission vision and values statement. The consensus among internal and external stakeholders was that the College's Mission and Vision accurately reflected the priorities and goals of the College's work and the statements remained unchanged. These efforts resulted in what is now the 2023-2028 GRCC Strategic Plan framework endorsed by the SLT in April 2022. This SLT Plan framework, with the Mission and Vision statements, Overarching Principles, and Five Strategic Goals was presented to and endorsed by the BoT on June 13, 2022.

GRCC local policies and procedures ensures that the institution operates with integrity in its financial, academic, human resources and auxiliary functions. From budgetary work sessions, the BoT reviews for expenditures exceeding $100,000 and state requirements for transparency reporting, and an annual external audit, ensure financial oversight and demonstrate strategic stewardship of institutional resources.

GRCC has existing policies on behalf of students and their protected privacy including FERPA, Title IX, EEO, and ADA accommodations. The Office of Human Resources also maintains fair, ethical, and equitable practices, stated on the college's website. During the forums, faculty and staff spoke of how the institution operates with integrity throughout the campus. Examples of policies, practices, and accountable activities were echoed in each forum. Community members also expressed that an

open and transparent dialogue exists between administration and faculty and staff. This bolsters an environment of integrity throughout the college that supports all employees focusing on the achievement of joint outcomes.

The Purchasing Department ensures an efficient and fair procurement process that is in accordance with federal and state regulations. The processes encourage inclusion of all suppliers regardless of funding source.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

The GRCC main website conveys accurate information to the community, current students, and potential students about the College. The website is user-friendly with easy access to student support services through webpages titled "MyGRCC", scholarship opportunities, Admission & Applications, Financial Aid, Academic Calendar, the Bookstore, and Registration for classes. Several of these webpages are also translated into Spanish.

Information on accessibility, diversity, mission, and accreditation are found on the first page of the college's website. This includes the HLC's Statement of Accreditation status.

GRCC maintains a Web and Digital Content Policy that provides clear direction to faculty and staff who maintain social media accounts. It also addresses problems that may arise including websites that are no longer used and lost passwords. This policy delineates a rigorous vetting processes to ensure a consistent, accurate, public-facing campus communication process. It also provides guidelines for Gender-Fair Use of Language.

GRCC supports its mission and claims by encouraging students to engage in career planning. With the online career exploration website, students can complete career related self-assessments, explore areas to study, and meet to discuss options with an advisor. GRCC also offers Service Learning aligned with course outcomes to meet community needs. For example, the Mobile Application and Security class, as detailed by Professor Andrew Rozema, developed an application for the Grand Rapids Festival of the Arts. At this event, students work with community partners to address real-world scenarios. At a forum, students shared their experiences operating and managing a campus restaurant and coffee shop. Additionally, the campus child care facility offers 240 students the ability to interact weekly with children from infant to age six. The students can also observe and evaluate peers in an adjoining lab. In another part of campus, students have access to a 3D printing lab in a class that helps them solve complex problems while designing unique solutions to real-world situations.

Other examples include study-away opportunities where students can travel to other regions to enrich

their educational experiences. In recent years, students in the nursing programs have traveled to Costa Rica, students in the culinary arts have traveled to Austria and Germany, and students in a literature course experienced Spain. Other co-curricular offerings include seminars, lecture series, an Honors program, community engagement opportunities, and athletics. These opportunities allow for a wide array of options for students to participate in activities that interest them and further their academic learning. Each of these activities allows students the chance to build leadership skills and hone the values of respect, integrity, and discipline, and ultimately become more informed citizens within their community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

The BoT consists of seven members elected biennially. Trustees are bound by the laws of the State of Michigan and adhere to the Board's Policies. GRCC's president serves as an ex officio member of the BoT. Trustees serve without compensation in overlapping six-year terms. When first elected, an orientation meeting is held by administration with the new trustees. The orientation meeting reviews the GRCC Board of Trustee Policy Governance Statement Reaffirmation and all policies. Trustees attend the Michigan Community College Association (MCCA) conference where Board governance is discussed on state and national levels.

The BoT website describes their backgrounds, activities, and decisions made under a policy governance model. Trustees understand their role and operate in support of the GRCC and the community it serves. Policy governance emphasizes values, vision, empowerment of the Board and staff, and the strategic ability exercised by leaders. The Board's one employee is the president of GRCC. When Trustees wish to interact with staff or students, they work with the President's Office. All Board authority over employees is delegated through the president.

After a review of BoT agendas and meeting minutes, it is evident that regular meetings, work sessions, and budget work sessions contribute to the Board's priorities and deliberations for GRCC. The BoT reviews and approves the operating budget, changes in tuition and fees, and major capital projects. These approvals are relevant to Kent and Ottawa County stakeholders. Although Trustees assist the President in building strong connections to the community, they always carry with them their role as a Trustee when they interface with the public.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

GRCC has comprehensive policies and procedures in place that promote and protect academic freedom and freedom of expression for faculty and students. Academic Freedom is explicitly discussed in GRCC Board of Trustees Policies. The value of academic freedom is clearly delineated by College policies 7.2 and 3.9, along with the Board Academic Freedom Policy.

Faculty expressed appreciation for the academic freedom they enjoy. They described the Administrator Code of Ethics, which is leveraged in the recruitment and retention of faculty. The Code also includes the right of faculty to engage in social and political criticism, and supports the right of faculty to instruct in an academic setting unhampered. Faculty take academic freedom seriously and expect the highest standard with course outcomes. Their academic freedom applies to all modalities.

The students' right to freedom of expression are also discussed in GRCC's policy. This allows GRCC's students to learn, explore, and challenge ideas while building and sharing their personal opinions. During a forum, students validated their freedom to learn at GRCC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Research is not a primary mission of GRCC, and faculty are not required to conduct research as a part of their appointment. However, GRCC's Institutional Review Board (IRB) remains compliant with the National Research Act (Public Law 93-348) which oversees research activities at the college. The IRB monitors the research conducted at the college and protects the rights and safety of human subjects. The seven-member BoT has a diverse membership.

The ethical use of information is presented and reinforced in a variety of methods. The responsible and effective use of information is a component of several general education classes such as English 101 and English 102. Also, GRCC's librarians serve as classroom resources providing workshops on the ethical use of information, introduction to research, and navigating a database. A plagiarism checker, SafeAssign, is available so students can check their assignments before submitting them.

GRCC communicates expectations on the ethical acquisition and use of information and academic integrity through multiple policies. The Academic Honesty Policy, Student Code of Conduct, and Student Rights and Responsibilities are all included in the Student Handbook. The proper use of the College's computers and network are explained in the Student Handbook. Library orientations are used to introduce students to the proper and ethical use of information, copyright infringement and fair use, and plagiarism.

According to the GRCC's Classroom/Course Policy, all course syllabi are expected to adhere to College standards. Included in this expectation is the inclusion of Academic Honesty policies and compliance with the plagiarism policy.

Students' academic responsibilities are articulated in the Course Catalog. A grievance process is provided to students who feel they have been wrongly accused of academic misconduct. This procedure is also found in the Course Catalog.

The requirements for academic honesty extend to the courses taught at a distance and the Distance Education Policy also includes expectations on faculty-student interaction, identity verification, and password security.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

GRCC provided sufficient evidence to demonstrate that the institution acts with integrity and is ethical and responsible in its conduct. The argument and evidence provided were thoroughly reviewed. Any minor inconsistencies were clarified during the site visit. As such, GRCC is guided by comprehensive policies and procedures that protect the students, faculty, staff, and the public's interests. GRCC not only has policies in place to protect academic freedom and freedom of expression, but follow up conversations with faculty, staff, and students revealed that these policies are followed. Conversations with BoT members, the President, and the College administration confirm the support and desire to see GRCC thrive. Campus-level policies, publications, recruiting materials, and the website are an accurate reflection of GRCC.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Rating

Met

Rationale

Grand Rapids Community College (GRCC) offers a variety of certificates and associate level degrees. Several certificates ladder to associate degrees and some even to baccalaureate degrees offered at four-year partner institutions.

The institution's curriculum policy lays out the course format and credit hour requirements along guidelines and standards for its degrees and programs. The Academic Governing Council (AGC) reviews the curriculum policy every three years. GRCC has a documented process for approval and revision of courses. Learning goals at the college are articulated through Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs). The curriculum approval team for the college reviews and provides final approvals for courses, degrees, and programs. The veracity of this process was confirmed through the variety of curricular documents presented. The College uses an electronic platform for managing this process. These documents clearly illustrated the various stages of curricular approvals for new courses, course revisions, as well as for program development and changes at GRCC.

All courses are reviewed for their learning outcomes (CLO) every five years based on assessment of learning outcomes by faculty members. The faculty performance evaluation (FPE) process requires faculty members to report one effort to assess student learning. A review of several samples of faculty evaluation documents confirmed the robustness of the process. Academic programs at the College also undergo a review every five years. A sampling of these program reviews presented in the assurance argument confirms that the various levels of learning outcomes are reviewed and mapped during this process. This review process also considers key performance indicators (KPI) pertaining

to enrollment, persistence, and completion.

GRCC's general education courses are aligned to the Michigan Transfer Agreement (MTA). Additionally, the graduation policy and the curriculum policy establish that all degrees require a certain number of general education courses.

All courses, across locations and modalities, are expected to follow approved course descriptions and learning outcomes (CLO, GELO, PLO) that are publicly available in GRCC's curriculum database. A sampling of syllabi from a cross-section of disciplines confirmed that CLOs and GELOs are consistently presented across all modes and location of delivery. The College also requires prior approval for courses to be offered in a distance education format (online and hybrid). Several examples of course approvals were documented to confirm that GRCC has a consistent practice in place. During the visit, the team was assured that these approvals are based on the courses meeting online best practices, and only faculty who have completed the Online and Hybrid Certification Course or equivalent training with a prior institution are able to teach these courses.

During the visit, faculty informed the team that GRCC has had a long history, over 15 years, of providing professional development for its faculty to teach online courses. In recent years, as part of the tenure evaluation process, new faculty members are contractually required to complete the Online and Hybrid Certification Course offered by the Teaching, Learning, and Distance Education (TLDE) department. A faculty member noted how this training has helped them become better instructors across modalities and not just in the online format. It is evident that GRCC is well positioned to provide high quality education across modalities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

During the site visit, faculty members and administrators shared with the team the history of the development GRCC's general education program over the last decade. While the designation for general education courses initially started solely as a reflection of the MTA, GRCC has now developed its own GELOs. The current general education program is based in a philosophy that has two goals: first is to provide a liberal arts and sciences education and the second is to meet the educational and career goals of its students. In pursuit of these two goals, its general education program is designed to meet seven learning outcomes (GELOs) that are distributed across four areas: English Composition & Communication, Humanities, Social Science, Natural Science and Mathematics. GRCC's course catalog includes 144 course that meet GELOs and every associate degree has a general education course requirement based on the standards set in the curriculum policy. Furthermore, general education courses at the college adhere to the MTA for alignment with its major four-year transfer institutions.

Courses in the areas of humanities and social sciences recognize human and cultural diversity. Additionally, the College values of diversity, respect, and integrity are reflected in its GELOs, which include civic engagement, cultural competence, and intellectual curiosity. GRCC provided evidence of reinforcement of these values through a variety of programs organized by the Office of Diversity, Equity, and Inclusion as well academic departments. These include lecture series in diversity and psychology. Student Life and Conduct Office provides additional opportunities for student engagement.

Students and faculty alike have avenues to contribute to scholarship, creative work, and the discovery of knowledge. The assurance argument provides several evidentiary artifacts to substantiate this assertion. These include summer research opportunities, art shows, and performances for students and professional publications and participation in development activities by faculty members. A sampling of professional development plans and reports as well as sabbatical reports confirmed GRCC faculty are committed to professional development and the college financially supports this endeavor.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Rationale

GRCC uses an evidence based hiring process to ensure that its faculty and staff composition is diverse to serve its mission and reflects the constituencies that it serves. The *2023 Fast Facts* document provided as evidence for this assertion shows that circa 35% of the students in Fall 2022 identified as individuals of color while circa 22% of faculty and staff in Fall 2021 at the college identified as individuals of color. The enrollment trend document provided as evidence shows that the College has also seen an increase in the percentage of students of color over the last several years and the number has crossed 36% in Fall 2023. The College claims that it has seen a slight increase in hiring new employees who identify as "minorities" and there has been an increase in internal promotions for minority employees.

Conversations with employees during the site visit confirmed that the institution is committed to furthering its equity goals, including the hiring of a diverse workforce. The College community emphasized their efforts in this regard, including using an evidence-based process when hiring staff to minimize unintended bias, adding a Diversity, Equity, and Inclusion (DEI) question to all faculty hiring interviews, and moving DEI concerns to the center of all of its other strategic initiatives.The evidence based hiring practice for staff positions has not only reduced application screening biases but also speeded up the overall hiring process.

According to the *2023 Fast Facts* document, the College has 244 full-time faculty members to serve around 12,000 students of which 72% are classified as part-time (enrolled in fewer than 12 credits). According to the faculty contract, faculty members are eligible for tenure consideration after completing a probationary period of six full semesters in three academic years. Data gathered by Institutional Research revealed that the average class size has been steadily increasing from 21.1 in Fall 2021 to 23 in Fall 2023. The assurance argument notes that classes are capped at 36. In accordance with the faculty contract, course caps for distance learning courses are set at 26. The assurance argument asserts that the full-time faculty workload includes 15 contact hours of teaching and five hours for office hours each week during the fall and winter semesters. The *Faculty Contract* includes teaching, professional development, student service, college service along with a list of additional responsibilities such as timely reporting of grades as baseline standards for employment.

Faculty credentials and qualifications are validated by Human Resources during the application and hiring processes. GRCC has shared a faculty credentials summary document that includes the number of full time faculty members based on the highest degree level attained. This document also lists the minimum qualifications required by each discipline. During a forum at the campus visit, faculty, staff, and administrators that are directly involved with the Middle College program confirmed that courses offered at high school locations are taught by instructors that are hired by GRCC to meet the same qualifications as the on-campus faculty members. Hiring documents presented as evidence confirmed the same.

Article17 of the *Faculty Contract* delineates the parameters for faculty performance evaluation including expectations of full-time non-tenured and temporary faculty members. The assurance argument notes that adjunct faculty are evaluated through classroom observations every three years. Samples of faculty evaluation documents provided as evidence confirmed the veracity of this assertion.

GRCC notes that its Instructional Support and Institutional Planning (ISIP) division guides professional development across the College for faculty and staff. The Teaching, Learning, and Distance Education (TLDE) department provides direct support to faculty members for their professional development. Additionally, all faculty members have access to professional development funds that are under the purview of their associate dean. All employees also have eligibility for tuition waivers for GRCC courses. Samples of professional development plans and activities undertaken by faculty and staff confirmed the wide array of avenues and opportunities that are pursued by GRCC employees. Corroborating comments were made at the forums during campus visit. One specific example of professional development entails the training provided to faculty members to teach distance education courses. These modules span the range from using the learning management system to course design using the Quality Matters framework.

In accordance with Article G.F.1. of the *Faculty Contract*, GRCC faculty members are expected to keep five hours each week as office hours to be accessible to students. The Common Syllabus Components Policy 7.16 provides a link to the common syllabus template that includes contact information and availability guidelines for faculty members. Students at the forum during the campus visit confirmed their regular access to faculty members.

As noted previously, GRCC uses an evidence based hiring process for all its employees including those that provide student support services. The college asserts that these positions have minimum degree and experience requirements. Samples of hiring documents provided confirmed this practice. This was further corroborated by employee comments at the forums during campus visit. Staff are also required to complete 20 hours of professional development annually and is supported

institutionally through a variety of activities. Staff evaluation is conducted annually in according with the Meet and Confer Performance Evaluation and Merit Compensation System. Staff evaluation documents presented as evidence confirmed this practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Rating

Met

Rationale

GRCC provides a variety of student support services. The College website provides information about the following among others: Admissions and Student Services, Students Records/Registrar's Office, Financial Aid Office, Veterans Success Center, Academic Support and Tutoring Services, Mental Health and Wellness Services, etc. During the site visit, employees in the areas of student support services confirmed that these services are available to students at the Lakeshore campus. Students from the Lakeshore campus corroborated the veracity of this assertion. Additionally, the College also has a TRIO Educational Opportunity Center and Bridges to College -- Raider Ready Program (a free seven-week summer program for graduating high school seniors). Forum at the campus visit revealed that GRCC offers tutoring in eight different subject areas. Each tutoring area is managed by a non-classroom faculty members and staffed by professional tutors as well as student tutors that are trained in accordance with College Reading and Learning Association (CRLA) guidelines.

Academic programs at GRCC are organized by Academic Pathway with each of the 12 pathways having an aligned pathway concentration program that serves as a program for students that are yet undecided about a specific program. This information is provided to students through the *College Catalog*. The Admission and Placement Policy guides placement into programs as well as courses. GRCC has a Mandatory Student Orientation Policy and offers a first year experience course designed for students who are determined to need additional support based on their placement scores.

Academic Advising is offered to students in person and virtually at the Main and Lakeshore campuses. Students that need additional support also have access to Student Success Coaches. During the campus visit, employees in student support services departments shared that GRCC has four broad groupings for student advising: general education and transfer, TRIO student support services, disability student services, and occupational program areas. Additionally, advising is also provided to high school students that participate in the Middle College program. GRCC also provides career counseling services that includes one-on-one appointments. Staff present at the forum during the

campus visit shared that the College is in the process of developing an advising council to reorganize its advising efforts based on feedback from NACADA.

The campus has a a learning infrastructure that is guided by its Vision of the Learning Environment that was developed by the Learning Environment Team and endorsed by the AGC at GRCC in 2018. Accordingly, many classrooms and laboratories are equipped with HyFlex capabilities. College employees shared that there are 12 HyFlex classrooms across the various locations at GRCC, including one room at the Lakeshore campus. Additionally, a portable HyFlex cart allows any classroom on the main campus to deliver HyFlex courses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

GRCC has a well established institutional framework to support quality education programs across locations and modalities. The college has invested appropriately in personnel as well as physical infrastructure to ensure that its educational mission is accomplished.

GRCC has faculty and staff that are well qualified and current in their professions to deliver the programs in its catalog. The general education program for the college is well constructed to meet the needs of its students and aligns well with its transfer institutions. GRCC is thoughtful in supporting the learning outcomes for its students through investments in robust support services.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Grand Rapids Community College (GRCC) has systems in place to ensure the quality of its educational offerings. Every professional program undergoes Academic Program Review (APR) every five years on a rotating cycle. This process ensures that the curriculum is in demand, meets the needs of the external community, that students are completing the program, and that graduates of that program are finding employment. A comprehensive curriculum review is part of this process, including curriculum mapping and revision of the Program Learning Outcomes (PLO) as needed. The APR process includes assessment of student learning for the PLOs. The curriculum review and PLO assessment results are integrated into strategic planning through the APR process. The quintennial schedule and progress of each review is captured in and readily available through the Curriculog software used by GRCC.

The Academic Governance Council (AGC) is the primary shared governance instrument. Through processes approved and endorsed by AGC-sponsored committees, department faculty review APRs and make recommendations.

GRCC has policies in place to evaluate the credits it transcripts and accepts in transfer, including credit awarded for prior experiential learning, industry credentials, and test credits from multiple sources. The Student Records Office evaluates transfer credit equivalencies. GRCC participates in the Michigan Transfer Agreement (MTA) to ensure general education requirements are met and accepted for transfer to Michigan's four-year institutions. The MTA provides a useful starting point for GRCC's conversations with its transfer partners and in the visit GRCC staff reported that most of their partners are flexible about how to apply it. In addition, advisors stated that the MTA was a time saving tool for students.

Faculty have authority over curriculum development and evaluation of learning in the classroom. GRCC has a common course outline format to help ensure quality that establishes expectations for student learning and student learning outcomes. There are also common elements required in all course syllabi, including the official course description, student learning outcomes, grading policies and procedures, and assignment descriptions.

GRCC ensures faculty qualifications for all its programs, including dual credit programs. All courses taught to dual-enrolled high school students are GRCC courses offered and taught by GRCC faculty. The courses are the same as those offered on GRCC campuses. Faculty who teach GRCC courses at high school sites are evaluated in the same manner as other GRCC faculty members. In addition to dual enrollment, GRCC also provides a Middle College option to partner high schools, where GRCC faculty teach high school students on the high school campus, and high school students take courses at the GRCC campus in their 13th year to graduate high school with an AA at no cost to the student.

Students have access to the normal array of learning resources and support services to be expected at a community college of its size. This includes learning spaces, a bookstore, a library, access to computers and printers, and academic support and tutoring services. Services are available at both the downtown and Lakeshore campuses, and are also available in both in-person and online modalities.

Programs that require accreditation are in good standing with their respective accrediting entities. These include Nursing and Licensed Practical Nursing, Automotive Technology, Bakery and Pastry Arts, Child Development, Culinary Arts, Criminal Justice, Dental Hygiene, Law Enforcement, Medical Assistant, Music, Neurodiagnostic Technology, Occupational Therapy, Radiology, and Visual Arts. GRCC's website includes the program names, accreditation status, and most recent site visit for each accredited program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

GRCC has a faculty-driven Institutional Assessment Committee that oversees the quality and consistency of the assessment process. From 2017 to 2021, GRCC attended the HLC Assessment Academy, and as a result reduced their General Education Learning Outcomes (GELOs) from seventy to seven. Prior to this, individual programs or departments determined learning outcomes specific to their curriculum, and other programs or departments used their own set of outcomes, which is why they had so many. By eliminating discipline-specific outcomes and clarifying the seven GELO outcomes, the GELOs became truly general across the curriculum. Reflecting this, at least one GELO is identified each year to be assessed campus-wide. GRCC is to be commended for the effort this clearly took.

The assessment process continues to be focused on individual faculty assessment of the GELOs in their courses. Assessment has been integrated into the annual Faculty Performance Evaluation (FPE) process for a decade, ensuring college-wide participation in assessment and providing a way for assessment results to be incorporated into curriculum revision and course-level planning.

Departments and programs use course-level assessment data to say something about GELO attainment in their own department, but GRCC recognizes that without aggregate data, they will continue to struggle to document GELO proficiency across the institution. In the spirit of continuous improvement, the Assessment Committee has developed an intake form that departments will fill out to identify all of GELOs being assessed. This will enable the college to aggregate the individual level data they have but cannot currently access, and to share this data across the College. During the visit, the Assessment Committee expressed excitement at gaining the ability to start scaffolding results and engage in iterative review.

GRCC took a major step forward by simplifying the GELOs. Addressing the aggregation issue is the next step they are taking to improve their assessment capabilities. In addition to the form that has been developed, GRCC is in the process of identifying a repository for assessment data that would allow for aggregation across departments and programs, as evidenced by the Assessment of General

Education Team meeting notes.

As noted in 4A, GRCC has a robust Academic Program Review process, with each program being reviewed every five years. The importance of assessment is communicated to new hires through the New Faculty Institute, where they also learn best practices and receive tools like rubrics to help them assess meaningfully. Several co-curricular programs engage in assessment, as shown in GRCC's annual Teaching and Learning Quality Monitoring report. The evidence file gave a few examples of how assessment results are being used to develop and revise curriculum in individual courses. Additional examples, such as Social Science and Architecture, were shared during the visit.

It is clear that assessment is taken seriously at GRCC, and the College can be expected to continue to improve once it gains the ability to aggregate individual assessment results.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Rating

Met

Rationale

GRCC has defined goals for retention, persistence, and completion with benchmarks. The College shared with the team a slide deck from a February 2024 Strategic Leadership Team meeting that showed these goals and the College's progress towards them. Many of these goals and progress measures are also made available to the public on the College's website.

The College tracks enrollment data, and is in the process of updating its Strategic Enrollment Management (SEM) plan, which it should complete by the end of 2024, as evidenced by meeting notes showing this effort on the agenda. The SEM steering committee notes indicate that SEM efforts are governed by five pillars: drive course scheduling by student demand, remove student barriers, encourage momentum and accelerate completion, reduce equity gaps, and reimagine and reposition the college brand.

During the visit, faculty and staff expressed support and optimism for these benchmarks, noting that the effort to reach them is made organically. Faculty and staff work on these goals as identified by the deans, and developed a unit-level approach with great autonomy. Because of the collaborative nature of shared governance at GRCC, there is consensus about the need for these goals, and optimism toward obtaining them. The Board of Trustees also expressed awareness of this benchmark goal and support for the way the College was pursuing it, stating that "every person on campus is tasked with thinking about these decisions."

The College tracks retention, persistence, and completion rates, as well as scores on state and national certification exams. During the visit, staff indicated that this data is shared weekly with the

College. The data is used to identify students needing additional support through the EAB Navigate learning analytics tool. One example of this increased care provided in the assurance argument is the GRCC Cares Network, which provides students food assistance, emergency loans, and occupational support. During the visit, faculty indicated that this data is also used in the APR process to ensure programs are meeting the needs of the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

The Academic Governance Council enables faculty to ensure the quality of its educational programs and learning environments. In addition, the comprehensive and collaborative nature of the Strategic Leadership Team ensures that any concerns about the quality of student support services or the student experience can be quickly addressed. Efforts to support student retention, persistence, and completion are also supported in a college wide, collaborative effort.

GRCC has a great history of faculty engagement in assessment. It is now beginning to harness that effort through aggregation to enable college-wide improvement in learning outcome attainment. Through well-developed processes of Academic Program Review, Faculty Performance Evaluation, and faculty training in the TLDE, GRCC demonstrates the ability to use assessment of student learning to continuously improve its instructional offerings.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Grand Rapids Community College (GRCC) is structured with groups providing regular updates to the President and, as appropriate, the Board of Trustees (BoT). This includes the Academic Governing Council (AGC), Strategic Leadership Team (SLT), and teams facilitated through the Instructional Support and Institutional Planning (ISIP) division. Policies related to board organization and governance are clearly stated on the College's website. The Board consists of seven members elected at large in biennial elections. The President of the College serves as an ex officio member of the Board.

Student representatives serve on the AGC, SLT, Student Government, and Campus Activities Board. Students also regularly provide presentations to the Board. Part of the AGC is the Curriculum Approval Team (CAT), a standing committee, that oversees the review, changes, and decisions regarding all curricula. This process involves faculty, administrators, and staff.

Similarly, the faculty, administration, and staff all partake in setting academic requirements and policy through course and program development and revision processes. These processes are managed through the Curriculog System, allowing for transparency on curricula changes.

The shared governance model is a highly structured process where policy governance involves every aspect of the campus and all bargaining units. This results in transparent and collaborative

management of GRCC in a very inclusive manner, as noted by several faculty during the forums.

Data dashboards are used for different areas, along with Teaching and Learning Quality Model (TLQM) reports that track progress on metrics, outcomes, and annual improvement plans for certain academic processes. While data is being used to inform strategic enrollment management processes, human resources and more, there is a need to have data presented in a readily accessible and user-friendly manner. The Office of Institutional Research shared in the forums that they are in the early stages of developing data dashboards to address this goal.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

GRCC has well-defined processes for hiring and training new employees. In 2022, the College was recognized by the National Institute for Staff and Organizational Development (NISOD) and *Diverse: Issues in Higher Education* as one of 16 community colleges with a "Most Promising Places to Work in Community Colleges." GRCC uses an "Evidence-based Selection Process" for hiring staff with the goal of mitigating committee members' unintentional bias. This process is relatively new (since 2021), and HR is assessing the effectiveness of this process. For faculty, nine hours of professional development is required annually. All faculty who teach hybrid and online courses, and all new faculty, must complete a course based on national Quality Matters standards.

The Financial Services, Facilities, and Information Technology Departments are responsible for identifying and responding to changing needs and operational requirements using employee input gathered during the "Annual Resource Request Process." Each has a master plan to identify, document, and address budget requests through future budget allocations and in alignment with GRCC's strategic plan. As an example, the College annually supports Facilities through a Master Plan. Through needs identified on this document, nearly $80 million has been spent on infrastructure improvements in the last five years. Additionally, a standing committee of the AGC and the Learning Environment Team (LET) recommend furniture purchases and new technology for instruction.

Faculty and staff shared during the open forums that budget requests may be made at any time during the year and will move through the stated process of approvals verifying the link of the budget request to the College's strategic plan.

Further, infrastructure is addressed in the the College's Strategic Plan - Goal 5. The strategic goals put forth in the current 2023-2028 Strategic Plan include Strategic Initiatives (SI) that align goals with resource allocation and action steps to implement. The funding for all initiatives is allocated through a five-year budget model.

The budgeting process begins with departments setting goals for the year and requesting resources to meet these goals. All requests are prioritized by the Executive Budget Control officers and Executive Leadership in alignment with the strategic plan. The five-year budget model is updated annually to address emerging needs, while also providing transparency to campus stakeholders. Based on auditors' recommendations, the Board has set a goal of maintaining net assets between 15% and 20% of general fund gross revenues. This is being met annually by the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

GRCC's dedicates over 66% of its annual budget to instruction and instructional support, which is higher than the average allocation of other community colleges in Michigan. The focus of the College on aligning the budget to the strategic plan is shown in the articulated strategic plan goals. Three of the five goals are focused on improving: teaching and learning, completion and transfer rates, and expansion of educational services to the community. All strategic action plans and outcome indicators are aligned through the budgeting process to support the college's mission and values. The SLT monitors the progress of the strategic plan and regularly reports on it to the BoT.

Additionally, the alignment of assessment results and annual reports coupled with the annual budget process is part of the resource allocation process. Modifications to Facilities, changes to course modality, equipment and supply purchases may be requested as a result of the assessment process tied to student learning outcomes. Assessment is part of annual reports from faculty and departments. For the College's General Education Learning Outcomes specifically, the assessment process was revised and implemented in the previous strategic plan with guidance from the HLC Assessment Academy.

Department Deans review these annual reports with department heads and program directors. If appropriate, the Dean will then move forward with a request for resources to improve student learning outcomes. The alignment with the budget process is articulated on the website as well.

Collectively, the Resource Request Process, Academic Reporting and Planning process, Facilities Master Plan, and ITS Planning process align with the Strategic Planning Process, which collectively aligns with the Budget Review Process. Input is gathered from appropriate stakeholders, resulting in plans that advance the college. Several examples were provided during the open forums by both

faculty and staff that demonstrated assessment of both student learning outcomes and evaluation of operations linked to planning and budgeting. This includes program development, program review, staffing requirements, and requesting necessary equipment for a program to be successful, while working with advisory boards to receive support for future budget requests such as mannequins and other necessary supplies for health sciences students.

The College's main source of funding is provided through tuition and fees, which is 39% of the total general fund revenue of $127,520,000. Student enrollment has declined in recent years and is projected to continue to decrease in the future throughout the region. To address this, enrollment has been made a priority in the strategic plan across goals. The goals are a continuation from the previous four-year strategic plan. Also, the College has a draft Strategic Enrollment Management (SEM) plan which will be updated annually and involves metrics, goals, and historical data. Staff shared during the open forums that, based on the SEM plan, they broadened student recruitment strategies and contracted with a company to assist with the labor market, branding, and targets for a long-term plan.

Further, the SEM plan is informed by ongoing feedback from program advisory boards who desire to address the emerging needs of the workforce. The goal in meeting these needs through the boards and the SEM plan is higher enrollment.

Additionally, the College is focused on building a budget surplus, earmarked with a Budget Stabilization Fund, to prepare for the continuing high school population decline and overall decline in the state's population.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

GRCC operates under a highly structured governance model, facilitating transparency and collaboration across various stakeholders. Key decision-making bodies such as the AGC and SLT provide regular updates to the College's President and BoT. These groups, along with teams from the Instructional Support and Institutional Planning (ISIP) division, ensure policies related to board organization and governance are clearly communicated and accessible on the College's website. The inclusion of student representatives on these committees, coupled with their active participation in presentations to the BoT, underscores GRCC's commitment to a collaborative and inclusive approach to decision-making.

Furthermore, GRCC emphasizes evidence-based practices in its operational and academic processes. From curriculum development overseen by the Curriculum Approval Team (CAT) to the hiring of staff through an Evidence-based Selection Process, the college prioritizes data-driven decision-making. Efforts are also underway to enhance data accessibility through the development of user-friendly data dashboards. This commitment to leveraging data for strategic enrollment management, human resources, and more reflects GRCC's dedication to continuous improvement and informed decision-making.

In addressing challenges such as declining student enrollment and changing workforce needs, GRCC demonstrates initiatives embedded within its strategic planning processes and linked to the budgeting and planning processes. The alignment of resource allocation with strategic goals, particularly in areas such as instruction and instructional support, underscores the college's commitment to supporting the achievement of student learning outcomes. Through initiatives like the Strategic Enrollment Management (SEM) plan and proactive budgeting strategies like the Budget Stabilization Fund, GRCC is poised to navigate demographic shifts and sustain its mission by financially supporting its educational base.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

FedCompFiling_2024_Grand_Rapids_Community_College_Feb_26_2024

Rationale

Federal Compliance Rationale Template
Effective September 1, 2023–August 31, 2024

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. **ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**

Conclusion (Choose one of the following statements and delete the other.):

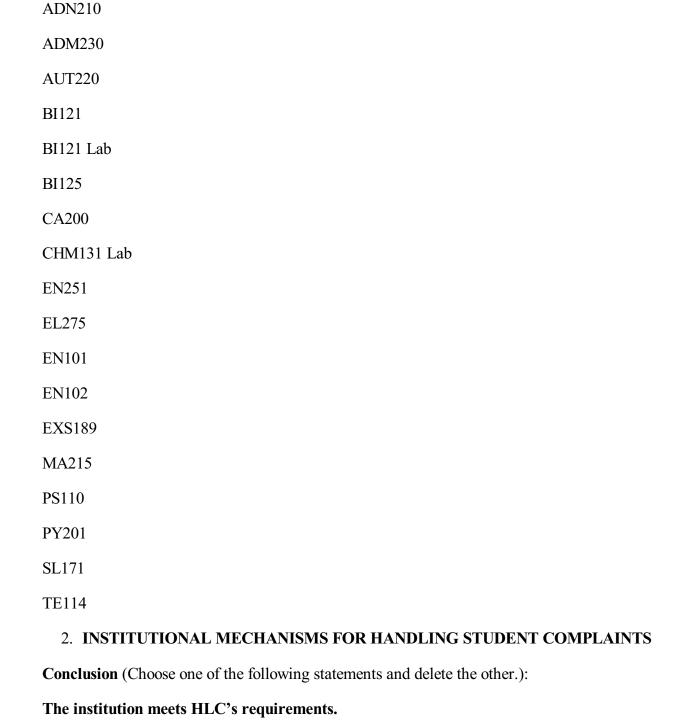**The institution meets HLC's requirements.**

Rationale:

Grand Rapids Community College (GRCC) has a process in place to measure credit hours. Per the Course Format and Credit Hour Policy, course learning outcomes must be met regardless of delivery modality and/or location. A credit hour is determined by the amount of contact required based on course format for the equivalent of 840 minutes.The policy defines credit and contact hour definitions for lecture, lab, seminar, clinical, music ensembles, studio, fieldwork, independent study, internship, physical activity, practicum, tutorial, and applied music. Students who want to enroll in more than 18 credit hours in a semester must get permission from the appropriate Associate Dean per Maximum Student Credit Hour Per Semester Policy.

GRCC offers and awards the Associate of Arts, Associate of Applied Arts and Sciences, Associate of Business, Associate of Nursing, Associate of Fine Arts, Associate of Music, and Associate of General Studies degrees. They also offer certificates and advanced certificates. Programs follow the Carnegie Unit equivalency, meaning associate degrees are a minimum of 60 credits and can be completed in two years. The internal Curriculum Approval Team (CAT) verifies that new and revised degrees meet the Carnegie Unit requirements. They also review courses and programs on a five-year cycle as required by the College policy. Academic departments are responsible for course scheduling and associate deans review schedules for compliance with meeting time, format, and modality. Semesters

are defined as fifteen weeks, including finals week.

Eighteen syllabi were reviewed.The syllabi were reflective of the institution's policy for award of credit and commonly accepted practice in higher education. The syllabi included courses with high credit hours, offered at multiple locations, and offered online. The syllabi confirmed that GRCC follows its credit hour policy and that courses are consistent regardless of modality or location. The syllabi reviewed were:

ADN210

ADM230

AUT220

BI121

BI121 Lab

BI125

CA200

CHM131 Lab

EN251

EL275

EN101

EN102

EXS189

MA215

PS110

PY201

SL171

TE114

2. **INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

GRCC has policies on Non-Discrimination on Basis of Disability, Ethics Reporting, Equal

Opportunity and Non-Discrimination, Unlawful Harassment, Sexual Misconduct, Title IX Sexual Harassment, Grading, and Student Code of Conduct. The College also has a procedure for student complaints as well as a student complaint form. The formal student complaint policy is located on the website on the College policies webpage and on the student consumer information webpage. The website provides examples of misconduct in the classroom, dishonesty, as well as other student behaviors. The procedures define the types of sanctions and appeal process. GRCC's process enables the College to make improvements based on student complaints.

3. **PUBLICATION OF TRANSFER POLICIES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

GRCC awards course credit for equivalent courses from any regionally accredited institution in the United States, international institutions of higher education, and military branches. GRCC has information on transfer to and from the College on its website. A grade of C or better must have been earned for the course. The information includes transfer guidelines, application materials, required documentation, and types of credit that are accepted. The website also includes information on how the College defines a transfer applicant, state information, including transfer equivalency guides, and a list of articulation agreements with links. As noted on the website, courses from non-accredited colleges, with a grade of less than a C, and coursework that isn't the same as a course required at GRCC are not accepted for transfer. The College also provides information for high school students who are completing AP and IB exams. For military students, ACE credit information is provided as well as information on transcription of military credit. Information on industry recognized credentials and PLA credit is also provided with an explanation of how credit is awarded.

GRCC has articulation agreements in place for high schools and technical centers as well as partnership universities. Information is provided on the College website. The website lists agreements by program and university as well as information about the Michigan Transfer Agreement. The Michigan Transfer Agreement provides transferability of up to 30 semester credits to meet many of the General Education Requirements at participating Michigan four-year colleges and universities. Courses that are accepted in the transfer pathway are defined for students. GRCC has a transfer center designed for students transferring in courses as well as those transferring to a university. Courses that will transfer are defined in each articulation agreement.

4. **PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Verification of identity begins with admission with clarification of missing information or incorrect

information. Upon admission, student accounts are created and authenticated using the student's personal email address and phone number. Students are assigned a unique College email address and a unique login. The identity of students is verified by having them login using College-defined credentials in Blackboard or the College's email system. Their credentials are authenticated via the College's authentication system each time the student conducts a login. Respondus Monitor and Lockdown browser via Blackboard are used to offer proctored online testing. Multi-factor authentication, security systems, and encrypted communications are used to address concerns with cybersecurity.

GRCC doesn't charge fees for test proctoring or verification of student identity. The College charges online and technology fees to offset the cost of online course delivery and campus technology expenses. Tuition and fees are provided to students via the College's website.

5. **PROTECTION OF STUDENT PRIVACY**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

GRCC follows the requirements established by FERPA, as noted in its policy, which includes information on college and use of student personal data. Student information is protected from unauthorized users. Additional policies that address protection of student privacy include Personally Identifiable Information, IRB, Data Governance, Records Management, Conflict of Interest, Administrator Code of Ethics, Alliance of Professional Support Staff (APSS) Code of Ethics, and Faculty Ethics. GRCC provides information to students on their rights under FERPA on their website and in the GRCC Catalog. In addition, GRCC mails a postcard to all enrolled students each academic semester with a web address for the FERPA information.

The College requires employees to complete annual compliance training. The Registrar's Office also offers in-person training. All employees, contractors, and third-parties sign a FERPA acknowledgement prior to being approved to work with the College and their work is guided by ethics policies that address FERPA compliance requirements. There is also a FERPA addendum in third-party contracts.

6. **PUBLICATION OF STUDENT OUTCOME DATA**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The website provides trend data on retention of full-time and part-time students, graduation and transfer out students, licensure pass rates by program, and percentage of graduates employed in their field per alumni surveys. Retention, graduation, and transfer data are provided for years 2020-2023.

Graduation data is based on IPEDS reports with comparison groups based on gender, race and type of financial aid. Transfer data is compared for gender. The trend data is available on the website and is easily accessible.

7. STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Michigan doesn't have a state system. Therefore, GRCC isn't part of a state system. The College doesn't have any pending or final adverse actions by any recognized accreditor. On its accreditation webpage, the College includes its statement of accreditation status with HLC, the College's most recent Assurance Argument, and examples of how the College is meeting each Criterion. There is a countdown to the next comprehensive evaluation visit. The program-level accreditation webpage contains information on each of the programs that are accredited or have state approval.

8. RECRUITING, ADMISSIONS AND RELATED ENROLLMENT PRACTICES

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

GRCC has guidelines that outline ethical expectations and practices related to its recruitment, admissions, and financial aid operations. The guidelines are reviewed with all new employees who serve in those positions. Ongoing training is provided through peer mentoring, training webinars, regional and national conference attendance, and college-sponsored training related to FERPA, data security, campus security, sexual harassment, diversity, and leadership.

All employees are responsible to follow the College's ethics policies, including those who recruit or work in admissions and financial aid. GRCC is a member of the National Association for College Admission Counseling (NACAC). NACAC resources are referenced and followed, including their *Guide to Ethical Practice in College Admission*. Expectations are reviewed with third-party contractors who work in these related areas. A copy of GRCC's Admission Training Guide and Code of Conduct as well as the Financial Aid Training and Code of Conduct Guide were provided as additional documents. Both guides were updated in February 2024.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any

implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

GRCC's most recent audit included a finding that the College didn't have a control system in place to monitor performance measures as outlined in subrecipient and grant agreements. GRCC addressed the finding by implementing a new Grants Administration Guide, providing monthly reports to subrecipient partners, and schedules formal site visits with subrecipients.

GRCC also had a finding due to not having a control in place to ensure all returns of Title IV funds were reviewed. An outcome was that some student refund calculations were not reviewed correctly calculated and returned. GRCC updated its procedures to ensure that bookstore charges are handled correctly in calculations, provided updated training to respective employees with ongoing training planned each semester and conducted an in-depth review of student accounts with bookstore charges to ensure errors are caught in advance.

According to GRCC, the College received an unmodified opinion on the full Single Audit and remains a low risk auditee. The College isn't limited to any limitations, suspensions or terminal actions by the Department of Education.

Based on the audit findings, the peer review team should review implications with meeting compliance for 2A, 5A, and 5B.

During the onsite visit, the HLC peer review team reviewed the noted implications outlined above and specific to 2A, 5A, and 5B. The HLC peer review team confirmed the College continues to have controls in place to monitor performance measures as outlined in grant agreements, updated procedures are in place relative to managing and reviewing Title IV funds, and ongoing employee training is occurring. The College prioritizes data-driven decision making and it has a well established institutional framework to support quality practices.

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other)**:**

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.)**:**

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

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

Review Summary

Conclusion

Grand Rapids Community College (GRCC) embraces its mission as verified by the many examples shared by College stakeholders throughout the onsite visit. The visiting Higher Learning Commission (HLC) team heard from a variety of internal and external stakeholders and acknowledges the engagement of a cross-section of employees during the visit. GRCC is advancing its mission through an engaged team of employees, whose depth of knowledge regarding their programs, services, and partnerships is undeniable and commendable. Under the leadership of GRCC's President and the Executive Team, the College has created a collaborative culture of collegiality and strong working relationships which were frequently expressed during visit forums and meetings with internal and external College stakeholders. GRCC is forward-thinking and operates under a highly structured governance model, facilitating transparency and collaboration across various stakeholders. The strong campus culture was repeatedly demonstrated throughout the visit and is the result of the team of professionals employed at GRCC and the leadership embedded throughout the College.

At its core is a strong shared governance, which is provided in part through the Strategic Leadership Team (SLT). As outlined in an evidence document provided, *"the purpose of the SLT is to provide a forum that will enable a wide variety of college constituency groups the opportunity to provide input into the present and future direction of the College. This team will guide the development and on-going implementation of our strategic plan, review benchmarking data, study budget realities, and offer recommendations to the President."* Throughout the visit, the HLC team heard testimony regarding the effective function of the SLT, which consists of more than 100 members. One of the 100 members of the SLT is the Student Government President. During the student session, he expressed how student issues are not only brought forward but taken seriously for consideration by the administration and Board of Trustees (BoT). The inclusion of student representatives on College committees, coupled with their active participation and presentations to the BoT, underscores GRCC's commitment to a collaborative and inclusive decision-making culture.

The Academic Governing Council (AGC) is another key decision-making body and together with the SLT, these groups, along with teams from the Instructional Support and Institutional Planning (ISIP) divisions, ensure policies are clearly communicated and accessible on the College's website. The SLT provides the foundation to ensure the College is making progress on its strategic goals outlined in the 2023-2028 Strategic Plan. Goal 1: Teaching and Learning, Goal 2: Completion and Transfer, Goal 3: Equity, Goal 4: Community Impact, and Goal 5: Infrastructure and Sustainability.

GRCC is focused on student success with everything they do, and every decision made is for the students. GRCC is also committed to honoring everyone's unique qualities with respect and dignity while serving students and the public good. The College is proactively fostering a climate of respect among employees and students as highlighted in the College's Office of Diversity, Equity, and Inclusion (ODEI) purpose statement, *"ODEI leads institutional objectives that move forward justice, access, and including in every facet of campus policies, procedures, practices, and culture. At the forefront of ODEI's rigorous pursuit of culture competency are the programming and professional development initiatives facilitated under the Woodrick Center Social Justice Consortium."*

The College has strong relationships and engages with external constituents including more than 400 partnerships with businesses and industries, area high schools, and community organizations. Community representatives from a wide array of industries spoke about partnerships, volunteer opportunities, the College's positive responsiveness, and intentional collaboration with GRCC faculty, staff, and administration. It was communicated that GRCC has

created a pipeline to internships and jobs and the College is plugged into workforce opportunities through very aggressive efforts. Examples included programs in supply chain operations management, culinary arts, healthcare, and visual arts. Community representatives communicated that GRCC is an exceptional partner, the College brings a lot of funding into the community, the leadership is very supportive, and GRCC has "boots on the ground" in the community they serve, including the administration, faculty, and staff. It was noted that GRCC "listens" and the President is taking the organization to the next level for equity and access through actions and behaviors, which are seen and taking place across campus. Furthermore, it was communicated that the previous President was a visionary and it has been a seamless transition with the current President, who joined GRCC in January 2023. It was expressed that an open and transparent dialogue exists and there is an environment of integrity throughout the College that supports all employees, focusing on the achievement of joint outcomes. While GRCC continues to build current programs that fulfill the needs of the local community, faculty seek input from active advisory groups to assist and create course and program-level outcomes.

GRCC is committed to academic standards that promote continuous improvement in student learning. A well-established institutional framework exists to support quality education programs across locations and modalities. To ensure its educational mission is accomplished, the College has invested appropriately in personnel as well as physical infrastructure. The College has 12 Academic Pathways and numerous programs and support services such as an Honors Program, an Early/Middle College program for high school students, and a strong Distance Learning program. The College trains every faculty in online pedagogy, regardless of whether they are teaching a distance learning course. Employees shared examples of new faculty experiences and best practices learned through faculty training and onboarding.

A strong commitment to supporting student success is demonstrated with the AGC. The AGC structure enables faculty the ability to ensure the quality of educational programs and learning environments. GRCC demonstrates the ability to use assessment of student learning to continuously improve its instructional offerings through well-developed processes with Academic Program Review, Faculty Performance Review, and faculty training in the Teaching, Learning, & Distance Education department. Through evidence provided and communicated during the visit, GRCC demonstrated a successful history of faculty engagement in assessment. The College is now beginning to harness that effort through aggregation to enable college-wide improvement in learning outcome attainment. Evidence-based practices in its operational and academic processes are also emphasized, including curriculum development overseen by the Curriculum Approval Team.

The comprehensive and collaborative success of the SLT ensures that any concerns about the quality of student support services or the student experience can be quickly addressed. Efforts to support student retention, persistence, and completion are also supported in a college-wide, collaborative effort. Examples of student support services shared during the visit sessions include Mental Health and Wellness Services, TRIO Educational Opportunity Center, the Early/Middle School program, Student Orientation, Student Success Coaches, campus child care services, and the Michigan Reconnect scholarship.

Good representation was also demonstrated at a luncheon with students, a forum with community partners, and a meeting with members of the BoT. Testimonials provided by these stakeholders during the visit meetings verify GRCC's commitment to partnering and meeting the needs of these external constituencies. Community representatives collectively shared that GRCC has an amazing reputation in the community. BoT members communicated examples of how GRCC has great credibility with community partners. A Board member communicated how proud and honored they were to be affiliated. Another noted that GRCC has "one degree of separation" with the community as GRCC is represented through many alumni throughout the community and College faculty, staff, and administration are "always at the table" and present for community events, meetings, and conversations. During the student meeting, each student was asked to share one word to describe the college and their experience. The words shared were teamwork, accessible, community, hardworking, informative, affordable,

diverse, caring, supportive, limitless, flexible, inclusive, considerate, opportunity, fun, engaging, giving, helpful, encouraging, beneficial, enrichment, and grateful.

The College's commitment to maintaining state-of-the-art facilities was evident as employees endorsed GRCC's collaborative resource budgeting process and planning strategies. The College has invested appropriately in personnel as well as physical infrastructure to ensure that its mission is accomplished. During a campus tour, the HLC team observed that campus-wide facilities were well-presented, conducive to student learning, and evidence confirmed that strong capital planning and facilities maintenance are integrated and linked with the budget.

Examples cited include how employees work together to ensure budget and grant resources are used to support program and student needs. A substantial budget is maintained by GRCC with monitored transparency, as verified during meetings with employees. GRCC was awarded $9,100,510 in grant funding in fiscal year 2022-2023 for 30 new and continuing grant projects. The College has reported in the *Institutional Update* a Composite Financial Index (CFI) score of 6.85 in 2023 and 7.58 in 2022.

Opportunities for the College to consider include addressing challenges with declining student enrollment and changing workforce needs. A Strategic Enrollment Management (SEM) plan and proactive budgeting strategies like the Budget Stabilization Fund, position GRCC to navigate demographic shifts and sustain its mission by financially supporting its educational base. A commitment to leveraging data for strategic enrollment management, human resources, as well as other areas, reflects GRCC's dedication to continuous improvement and informed decision-making. Through the development of user-friendly data dashboards, efforts are also in motion to enhance data accessibility.

During a forum, employees noted that the College's equity initiatives continue to be an opportunity for improvement. While "equity" is embedded in each of the College's goals, operating through an equity lens with workforce recruitment, employee retention, hiring, onboarding, and training continues to be an ongoing priority by all College stakeholders. An Evidence-based Selection Process, led by Human Resources, was explained by faculty and staff and the HLC team heard numerous examples of positive outcomes cited by users. The objective is to facilitate equitable hiring practices with a goal of ensuring that the overall composition of employees reflect the community served by the College.

Students shared many positive examples with the HLC team during their meeting including the College's responsiveness, its affordability, the accessibility of programs close to home, the wonderful guidance provided by instructors, the English and Math labs, and the opportunities provided by the Michigan Reconnect scholarship. Students did share that one opportunity for improvement would be for the College to initially connect students earlier with their assigned advisor. The students did express that when they finally did connect with an advisor, it was a positive experience. GRCC seems to recognize these opportunities and staff members shared with the HLC team that the College is in the process of developing an advising council to recognize its advising efforts based on feedback from NACADA.

During the visit, the HLC team acknowledged the depth of professionalism, commitment, and knowledge shared by faculty, staff, administration, and members of the BoT. Throughout the visit, College stakeholders were highly engaged, responsive, and consistently communicated examples of how they live and operationalize the GRCC mission and vision in their respective job duties. They were also very open about work underway, which will improve student experiences and learning outcomes. Employees were fully aware of where the operational gaps existed and repeatedly explained how they were finding solutions to address these gaps, while working collectively and across departments to resolve or address issues.

Repeatedly, the HLC team heard the pride and ownership communicated regarding the work being done, the work to be done, the support being provided, and the enthusiasm for what is happening at GRCC. The HLC team was

truly impressed with the culture, the camaraderie, and the collegiality demonstrated among faculty, staff, administration, BoT, and community partners. Throughout the visit, the HLC team chair asked stakeholders to share a word that represented GRCC and while many positive words were shared, the five words communicated most frequently were "*collaborative, community, opportunity, respected, and engaged.*"

The HLC team determined that GRCC demonstrated it has the structures, leadership, resources, and personnel in place to advance the mission of the College and meets the standards of quality expected of an institution accredited by the Higher Learning Commission. The evidence provided through evidence documentation, web/online resources, and visit discussions support this determination. No sanctions or Interim Monitoring are recommended, and the institution meets all Federal Compliance criteria. The HLC team recommends that GRCC is eligible to choose its next Accreditation Pathway and the College meets all Criteria for Accreditation.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Met

No Interim Monitoring Recommended.

INTERNAL

Higher Learning Commission

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Grand Rapids Community College, Michigan

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 03/25/2024 - 03/26/2024

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2014 - 2015
Year of Next Reaffirmation of Accreditation: 2023 - 2024

☐ No Change
✓ Recommended Change: 2033-2034

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

Prior HLC approval required.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

✓ No Change
☐ Recommended Change:

Competency-Based Education:

✓ No Change
☐ Recommended Change:

Pell-Eligible Prison Education Program:

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

☐ No Change
✓ Recommended Change:

Upcoming Reviews: Eligible to choose.

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	49	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:
Doctoral Degrees:	0	✓ No Change ☐ Recommended Change:

Certificate Programs		
Certificates:	40	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

No Contractual Arrangements

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

✓ No Change
☐ Recommended Change:

Additional Locations:

Cedar Springs High School, 204 E. Muskegon Street, Cedar Springs, Michigan 49319 United States

Kenowa Hills High School, 3825 Hendershot Ave NW, Grand Rapids, Michigan 49544 United States

Grand Rapids Community College - Occupational Training/Tassel MTEC, 622 Godfrey SW, Grand Rapids, Michigan 49503 United States

Ottawa Hills High School, 2055 Rosewood Ave. SE, Grand Rapids, Michigan 49506 United States

Kent Intermediate School District, 1655 East Beltline NE, Grand Rapids, Michigan 49525 United States

Lakeshore Campus, 12355 James Street, Holland, Michigan 49424 United States

East Kentwood High School, 6230 Kalamazoo Ave SE, Kentwood, Michigan 49508 United States

Wyoming High School, 1350 Prairie Pkwy SW, Wyoming, Michigan 49509 United States

✓ No Change
☐ Recommended Change: