

QUALITY CHECKUP REPORT

Moraine Valley Community College

Palos Hills, Illinois
February 16-19, 2010

Quality Checkup team members:

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Moraine Valley Community College
February 16-19, 2010

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Background on Quality Checkups conducted by the Academic Quality Improvement Program

The Higher Learning Commission's Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained, experienced AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission's *Criteria for Accreditation*, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization's online Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification);
2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);
3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);
4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and
5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewer(s) trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization's last *Systems Appraisal Feedback Report* and the Commission's internal *Organizational Profile*, which summarizes information reported by the institution in its *Annual Institutional Data Update*. The report provided to AQIP by the institution is also shared with the evaluator(s). Copies of the Quality Checkup report are provided to the institution's CEO and AQIP liaison. A copy is retained by the Commission for the institution's permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.

Clarification and verification of contents of the institution's *Systems Portfolio*

The Team reviewed the Moraine Valley Community College Systems Portfolio before arriving for the Quality Checkup visit to gain an understanding of the College. During the visit, the Team verified and clarified the contents of the System Portfolio through discussions held with the President of the Board of Trustees, President, Executive Leadership Team, and various cross-functional groups that included students, administrators, faculty, and staff.

After reviewing the Systems Appraisal Feedback Report, the Executive Leadership Committee determined that measuring data and using the results gathered was the overall theme of the feedback. A key effort will be made to use results trend data and benchmarking techniques to continue to improve college initiatives. The report was also reviewed to determine what the college is doing well and what opportunities could be used for improvement. The opportunities were coded into three categories: 1) miscommunication, 2) initiatives currently being addressed, and 3) opportunities that will be reviewed to determine how/if/when these recommendations will be pursued.

Using the information provided in the report, the following initiatives have been completed or implemented.

The summary statement for Category One in the Systems Portfolio stated:

Moraine Valley Community College (MVCC) has made a concentrated effort to develop a variety of processes to help students learn including the First Year Experience Initiative and efforts to respond to an increasingly diverse student population. Utilization of these processes within some departments demonstrates process effectiveness. However, a comprehensive system to engage all instructional areas (traditional and nontraditional) in curriculum development and outcomes assessment at all levels of the institution is not yet implemented. A plan to assess student academic achievement is in early stages of development and implementation. Without a comprehensive, integrated, cohesive system that aligns learning outcomes to processes and results, it may be difficult for MVCC to determine the effectiveness of its instruction.

In meetings with the system portfolio and action projects co-chairs, the following are being addressed to better utilize the processes and results:

- Moraine Valley Community College has developed a four-step curriculum development

process handbook. The process is used to revise current curriculum and develop new curriculum. The process begins with assessing curriculum needs up front. Questions are asked at the beginning of every curriculum project—what do we want to know, which departments and divisions will be impacted by the curriculum implementation or change, and what are the technology needs. Faculty identifies the project and discusses it with their Academic Dean. The proposed curriculum is then reviewed by a cross-functional faculty group. The projects continue to be assessed by different groups to ensure all pertinent information is included before being submitted to the state.

- In addition, faculty is required to submit course syllabi to the Academic Dean every semester. This process helps ensure that all course requirements are being addressed. Evening in-services for adjunct faculty are held to better align the activities taking place in both day and evening sections. Conversations about goals (individual and departmental), curriculum, assessment, and tools (rubrics) are taking place within divisions.
- Two new action projects address academic preparedness, at-risk students and the needs of other student groups.

The summary statement for Category Three in the Systems Portfolio stated:

MVCC has developed the Student Milestone Approach to Student Transition and Success Model as a framework for understanding student needs; however, processes and measures to determine satisfaction of other cohort stakeholders appear to be in the early stages of development. Further work in this area would enable the college to ensure the needs of all stakeholders are being addressed.

- The current Student Learning, Student Development, Student Success Learning action project consists of several recommendations and initiatives to ensure the needs of traditional, nontraditional, online and hybrid students are met.
- A current action project addresses barriers and success factors that affect retention and success of Developmental Education students. Concepts from the Student Milestone Approach are also being used for Developmental Education. A new action project is developing strategies to increase success and retention. The plan will be created, implemented and piloted. One of the challenges of this project will be to decide if something is a success factor or barrier, i.e. attendance policy.

- A seamless process for meeting needs of potential and new students has also been developed. The processes are now completed in a quiet environment as results of the initial investigation indicated that sound was a major barrier. The process for new students consists of a sequence of events that takes them through inquiring about programs, meeting with counselors, obtaining financial aid information and registering for classes. There are also components for graduation follow-up and lifelong learning.
- MVCC utilizes a Faculty/Staff 911 Guide to identify and help students who are experiencing difficulties. The Guide addresses students in distress, students with disruptive behavior, students needing emotional support and students with disabilities. In addition to providing information on dealing with students during any given situation, the Guide lists the contacts and specialists trained for each of these areas.
- MVCC continues to improve its current practices and develop new initiatives to meet the needs of their stakeholders.
- In addition to sharing next steps following the feedback, the Systems Portfolio team also shared the challenges it faced and lessons learned. This information has been helpful as new action projects and action project teams are being determined.

In the team's judgment, Moraine Valley Community College presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

Review of the institution's approach to capitalizing on recommendations identified by its last Systems Appraisal in the *Strategic Issues Analysis*.

MVCC's last System's Appraisal Feedback Report highlighted five Strategic Issues to be analyzed by the college.

1. Alignment of the AQIP quality initiatives to the institutional strategic plan

MVCC has made a concerted and sincere effort to align its quality initiatives with the college's strategic plan.

- Through the college's Action Project Institutionalizing Effectiveness, the Continuous Improvement Objective/Results (CIOR) report process was developed. This process

intentionally connects annual budgeting, performance evaluation and academic assessment to institutional strategic planning efforts. Though this process is still in its initial stages, it is evident that it has resulted in making faculty and staff aware of how their professional and departmental initiatives tie directly into budget and strategic planning.

- MVCC has also developed an institutional Planning Calendar that coordinates budgeting and planning efforts, making the connection between the two more apparent to faculty and staff.
- It is not entirely clear to all faculty and staff how the CIOR's Results Reports are used.

2. Designation of MVCC as a Learning College

A Learning College is defined as one that continually asks two questions of itself before it embarks on any significant initiative: How will this action benefit learning, and how will we know? There is very strong evidence to suggest that MVCC does ask the first question consistently:

- Its institutional operational philosophy expressed in DRIVE indicates that the college adopted CQI well before joining AQIP.
- The college's analysis and application of its Feedback Report is exemplary and should stand as a model for other AQIP colleges. Objectively understanding and subsequently incorporating external advice into operations is a true trademark of a Learning College.
- A number of learning support services demonstrate a Learning College culture, including registration operations, counseling, and oversight of success of students placed in developmental coursework.
- The second Learning College question, How do you know?, is being asked more consistently than in the past. It is apparent that a Culture of Evidence is slowly but consistently being built at the college. Qualitative evidence is used consistently to evaluate progress on learning initiatives. Now MVCC needs to make decisions using more quantitative data.

3. Consistent application of the college's CQI model (DRIVE)

Institutionalizing a CQI model in all departments is always challenging. MVCC has made determined progress in this area.

- The college should be congratulated for the way that it systematically and thoroughly analyzed and applied the feedback from its Systems Portfolio.
- The college's curriculum development and review process is very robust and has continuously evolved. The efforts of the college to make the process inclusive, efficient, and effective are commendable. MVCC's CIOR process ensures that DRIVE will be implemented and used consistently across all departments.
- The college's outcomes assessment initiatives have utilized the DRIVE model with more regularity and with better results.
- Two of the college's first three Action Projects (Student Success and Diversity) were very broad and were subsequently subdivided into three more "sub" Action Projects each. One lesson learned by MVCC is to limit the number and scope of future Action Projects so that this splintering does not occur in the future.

4. Systematize community outreach

- The college has built its Moraine Business and Conference Center which is utilized for community workforce training and community outreach efforts.
- The college is building another facility to the south, Tinley Park, which will serve community residents more effectively in that part of the district.
- MVCC has been expanding its contract training activities, especially in the areas of AutoCAD and Cisco. The college also is using its credit faculty to teach in the non-credit training area.

5. Utilize benchmark data

MVCC is making determined and sincere efforts to utilize benchmark data with similar institutions in order to calculate its position nationally with regard to its quality efforts.

- The college should be commended for joining the National Community College Benchmarking Project to have access to such data from community colleges across the United States.

- The college's Institutional Research office has taken an effective approach to data collection in focusing on only those student surveys that produce the most useful data and evidence.
- The college is cognizant of its position as a League for Innovation board school and seeks best practices from around the country when planning new initiatives.

In the team's judgment, Moraine Valley Community College presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

Review of organizational commitment to continuing systematic quality improvement

MVCC's commitment to continuing systematic quality improvement is demonstrated in a number of activities:

- MVCC had adopted the operational philosophy of CQI before its association with AQIP, and it consistently follows the CQI path.
- The college's curriculum development and review process has evolved effectively.
- The method that the college utilized to analyze and act upon its Systems Appraisal Feedback Report demonstrates a strong commitment to AQIP and CQI.
- MVCC should be commended for the consistency by which it has communicated its quality results.
- MVCC has approached its Action Projects systematically and has consistently demonstrated quality improvement in addressing them. For example, in the Diversity "sub" Action Project of Practices, Procedures, and Policies, the purchasing department sought to increase the number of minority businesses bidding on RFPs. Though its approach did not achieve desired results, it continues to examine the situation and will continue to implement new methods of attaining the desired outcome.
- The college has learned that it needs to do better in focusing and prioritizing institutional initiatives. Some faculty noted that though they are fully behind the activities MVCC is engaged in, their participation in these initiatives is limited by the

amount of time they are teaching, are preparing to teach, and are working with academic and institutional committees.

In the team's judgment, Moraine Valley Community College presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

Other AQIP issues

#1: Student Input

During its visit, the team met with 20 student leaders and asked for their comments concerning what they liked best about MVCC and what they would like to see improved. Without exception, the students highly respect the college's faculty and staff, and they all indicated that their MVCC experience has changed their lives positively. Here are some of the individual statements:

- "The school is always trying to improve."
- "The level of support is phenomenal, and the atmosphere is always welcoming."
- "The level of teaching is amazing."
- "Teachers are very supportive and professional."
- From a soccer player: "I got the opportunity to go to Italy, and it changed my life."
- From a first-generation student: "Before I came here, I had no one to help me out. But here, the people at Moraine will always help you out."
- From a non-traditional student: "Cultural diversity is so natural here. There is no obvious racism."
- From another non-traditional student: "I take the bus two hours everyday to come here. The community college around where I live doesn't even offer a quarter of what Moraine does."
- From a disabled vet: "Because of my disability, somedays I can't get my work done. The instructors always understand and help me make it through my assignments."
- From a homeless student: "The staff here goes above and beyond their job descriptions; they have a genuine love for you."

- Comments for improvement centered around tuition and book cost and parking.

#2: Faculty Input

During its visit, the team met with around 25 faculty and asked their comments concerning what they liked best about MVCC and what they would like to see improved. The faculty commenting made strongly positive statements about the college and its management. Even when offering suggestions for improvement, they would qualify themselves by saying that their offering these suggestions does not in any way mean that they are dissatisfied with their employment at the college. It was also apparent that professional respect exists among faculty. Here are some individual statements:

- "The college is continually investing in our professional development."
- "Everybody, faculty and staff, is involved in student learning."
- "Considering the economic hardships off other colleges in the state, Moraine Valley is very well-managed."
- The relationship between the faculty association and the administration was characterized as "collegial" and "very professional."
- When asked if all faculty knew about AQIP, the statement was made that "AQIP has been talked about so much that everyone would know what part it plays here."
- "AQIP for faculty means assessment, and assessment, like the CIOR forms, makes what we are doing more transparent to everyone."
- When it was mentioned that assessment at other institutions is sometimes viewed as a threat, the comment was made that "'Threatening' is not a descriptor at MVCC."
- Suggestions for improvement focused on the number of institutional projects and initiatives that are active at any one time. The desire was to restrict and prioritize them.
- Faculty suggested that though they believe in these projects, they have only so much time to spend on them.
- There was also the notion advanced that adjuncts need to be more directly involved in institutional initiatives.

#3 Assessment

Another major initiative that was presented to the team was Assessment of Student Academic Achievement:

The College's current assessment plan consists of three major components—cycle, plan, report (CPR):

- The five-year assessment cycle starts with department heads and faculty assessing programs and program courses.
- The annual assessment plan identifies which initiatives will be pursued for the next academic year.
- An annual assessment report is created by individual departments, submitted to the Director of Academic Assessment, and compiled into a college-wide report.

Below are snapshots of current assessment plans and techniques:

- The Allied Health division has implemented course assessments. The results of these assessments have been shared and insights provided. When and if changes are implemented, documentation is provided to support the changes. The division also uses standardized mid-terms and final exams. The data from the tests is gathered and reviewed. Any weak areas identified at this time allow instructors to focus on these areas in the next required course, i.e. assess results from Medical Terminology and implement changes in Phlebotomy. Additional improvement plans are made based on results that are not addressed immediately.
- The Behavioral Sciences department has implemented pre- and post tests along with a standardized final. The data from the tests will be analyzed at the end of the spring semester.
- The Social Sciences department will begin assessing the different department disciplines. The first step in their assessment plan was to form a departmental assessment committee. Due to the overwhelming response from faculty wanting to participate, committees will be formed according to distinct disciplines. The department will begin their assessment by focusing on one discipline.
- General Education - An action project has been created to deal with the challenge of assessing general education. This project will explore the following questions: 1)What

constitutes a General Education student, 2) Do our graduates have General Education skills—Are they three-dimensional?, and 3) Does General Education curriculum foster the skills needed by our graduates—How do we know and how do we measure this?

The forward movement of assessment initiatives is credited to the support and resources provided by the Director of Academic Assessment. Leadership and support are provided for all of the college's assessment initiatives—classroom, course, and program.

MVCC should be commended on the fact that, to one degree or another, all full-time faculty participate in outcomes assessment at the course level. This demonstrates a deep level of understanding of and commitment to quality improvement by the college's faculty.

WORKSHEET ON
Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance.
Comments:

Credits

1. Follows ICCB standards in determining credits for courses and programs.
2. Measures its courses by credit hours and assigns an appropriate number of credits in accordance with the course content, format (lecture, lab, clinical, internship), student contact minutes, and expected outcomes for student learning.
3. Creates the composition of certificate and degree programs in accordance with state and college standards for minimum and maximum credit hours and appropriate categories of general education and career courses.
4. Lists course and program credit hours in the College catalog (print and online – <http://www.morainevalley.edu/Academics/catalog.html>) and in semester schedules and registration materials (print and online – http://www.morainevalley.edu/Academics/areas_study.html).
5. Offers courses at levels no higher than those for college freshmen and sophomores.
6. Develops and revises courses and programs through a curriculum development process composed of faculty initiatives, administrative review, president and Board of Trustees approval when appropriate, and ICCB approval.
7. Ensures that all curricula are properly supported by College resources and student learning is continuously assessed by useful and meaningful methods (<http://www.morainevalley.edu/curriculumhandbook>).

Program Length

Course length is based initially at the rate of a 17-week semester (16 weeks of instruction plus one week of final exams). Within each week, courses meet at the rate of 50 student contact

minutes per credit hour for lecture format, 100 student contact minutes per lab format credit hour and 150 student contact minutes per clinical format credit hour. Additional information regarding the degree and certificate programs offered by MVCC can be found at <http://www.morainevalley.edu/programs>.

Tuition

	Tuition	Fees*	Total Per Credit Hour
In-district	\$87	\$5	\$92
Out-of-District	\$232	\$5	\$237
Out-of-State and International	\$272	\$5	\$277

*Fees include a \$2 per credit hour college activities fee and \$3 per credit hour technology fee

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance.

Comments:

Student complaints are characterized as:

1. Academic complaint (i.e., final grade)
2. Non-academic complaint (i.e., complaints about a member of the Moraine Valley faculty or staff)
3. Sexual or discriminatory harassment complaint
4. Complaints Lodged in the Center for Disability Services

In cases where a formal academic, nonacademic or harassment complaint is filed, the College will follow the Student Complaint and Hearing Process as described online at www.morainevalley.edu/studentlife/policies/admissions.htm#Student_Complaint and distributed in the Complaint Process Pamphlet (see attached Complaint Process Pamphlet). Students may download these forms from the College's Web site:

- Academic Complaint Form – www.morainevalley.edu/studentlife/policies/Acad%20Complaint%20Form.pdf)
- Non-Academic Form – (www.morainevalley.edu/studentlife/policies/Non-Acad%20Complaint%20Form.pdf)

Hard copies of the forms are also available in respective offices across campus. Moraine Valley Community College encourages faculty and staff to resolve and respond to each student complaint at the lowest level before escalating these processes.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance.
Comments:

For students transferring to Moraine Valley, the Transfer Policy is available through the printed and online catalog (<http://www.morainevalley.edu/Academics/catalog.html>). On the Admissions Office Web page, there is a list of steps for students transferring into the College from another college/university (reverse transfer) to request the evaluation of previously earned college credits by the Admissions and Records office. This credit can be in the form of traditional coursework, acceptable test scores, achieved prior learning experiences, and proficiency credit. Students are required to submit an evaluation request form to the Records Office for processing. Upon receipt of official transcripts and other documentation, Moraine Valley will evaluate the request and render a decision on the transferability of credit from other sources. Moraine Valley takes care to assure that all credit is earned from regionally accredited colleges and universities and meets all standards in accordance with Moraine Valley admissions policies.

As a comprehensive two-year public college providing educational access and opportunities for all residents of the district, MVCC continuously develops and maintains formal articulation agreements with colleges and universities within and outside the state of Illinois to meet constituents' needs. Over 60 percent of the current student body are transfer students as defined by their educational intent and program of study.

MVCC articulates courses, programs and establishes articulation agreements with colleges and universities within and outside of the state of Illinois. Transfer Compact Agreements are in place with 11 state colleges and universities that recognize MVCC's Associate in Arts or Associate in Science degrees as satisfying lower-division general education requirements and therefore granting MVCC students junior status at their institutions. Moraine Valley also participates in the Illinois Articulation Initiative (IAI), which insures the transferability of General Education and some major specific courses to more than 100 participating Illinois colleges and universities.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance.
Comments:

All online learners are issued a username and password that is required to login to the learning management system (below) to access their Internet courses (<http://online.morainevalley.edu>).

Moraine Valley provides exam proctoring through its Testing Center and encourages online instructors to use the referral services of the National College Testing Association (NCTA) that are offered through the NCTA Consortium of College Testing Centers (<http://www.nctatesting.org/>). This free, Web-based service is used to connect distance learners to testing centers in their home areas that provide exam proctoring to distance learners. As the College continues to develop and improve upon its distance learning opportunities for students, the Nontraditional Learning Team and Information Technology Subdivision are working to monitor the market for emerging technologies that would provide more robust identity verification solutions.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.

Comments:

General Program Responsibilities

The team confirms that MVCC's federal financial aid program is compliant with all guidelines and is not aware of any requests for further compliance reviews.

Financial Responsibility Requirements

The team reviewed the college's two most recent Single Audit Reports issued by the accounting firm of Crowe Horwath LLP (FY 08 Single Audit Report and FY 09 Single Audit Report). There were no financial statement findings, federal award findings, or questioned costs in 2008 and 2009.

The 2009 Comprehensive Annual Financial Report can be found at <http://www.morainevalley.edu/administrative/documents/MVCC%20CAFR%20FY09.pdf>. External auditors provided unqualified ("clean") opinions on all financial statements and offered no written management letter comments related to the financial reporting process.

Student Loan Default Rates

	FY 2007	FY 2006	FY 2005
Default Rate	7.7	10.7	8.6
Number in Default	24	51	33
Number in Repayment	310	474	380

Moraine Valley Community College has maintained an acceptable default rate (as defined by the Department of Education).

Campus Crime Information and Related Disclosure of Consumer Information

The Moraine Valley Community College Police Department meets all State and Federal notification requirements of the Jeanne Cleary Act as well as Federal Uniform Crime Reporting Act. The 2009 Annual Crime Statistics and Security Report containing statistics for 2008, 2007, and 2006 can be found on the College's Web site at <http://www.morainevalley.edu/Police/annual.htm>.

Satisfactory Academic Progress and Attendance Policies

MVCC's attendance policy statement can be found on page 28 of the college catalog (<http://www.morainevalley.edu/Academics/catalog.html>) and as an attachment to every College course syllabus provided to students each semester. Consistent with Title IV programs, the college has a satisfactory academic progress policy, and it meets federal guidelines for grade point average, percentage of completion, credit hour maximum limits, and probationary status.

Contractual Relationships

The college has no contracts with third-party entities to provide 25-50% of academic content for any degree program.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance.

Comments:

Moraine Valley Community College currently includes accreditation information in the following College print and online advertising/recruitment materials:

- College Catalog – page 7 (<http://www.morainevalley.edu/Academics/catalog.html>)
- College Web site (http://www.morainevalley.edu/gen_info)
- Moraine Valley Community College At a Glance brochure
- Divisional brochures including Transfer Programs, Health Sciences, Computer Integrated Technologies, Public Service, Business, Education, Information Management Systems, and Mechanical Technologies.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or*

has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.

The team has reviewed this component of federal compliance.
Comments:

Specific accreditation of the college's programs is found below:

Program	Accreditation or Oversight Agency
Addictions Studies	Illinois Alcohol and Other Drug Abuse Professional Certification Association
Automotive Technology	National Automotive Technicians Education Foundation
Basic Nurse Assistant	Illinois Department of Public Health
Coding Specialist	American Health Information Management Association (AHIMA)
Emergency Medical Services	Illinois Department of Public Health
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIM).
Massage Therapy	Commission on Massage Therapy Accreditation (COMTA)
Medical Assistant	Medical Assisting Education Review Board (MAERB), Commission on Accreditation of Allied Health Education Programs (CAAHEP) Committee on Accreditation
Nursing	National League for Nursing Accrediting Commission, Inc.
Phlebotomy	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
Polysomnography	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Recreation Therapy	National Council on Therapeutic Recreation
Recreation Management	National Recreation and Parks Association
Respiratory Therapy	Committee on Accreditation for Respiratory Care (CoARC)

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

The team has reviewed this component of federal compliance.
Comments:

Moraine Valley Community College implemented the following process to communicate information regarding the AQIP Quality Checkup Visit and Third-Party Comment to the College and community members served by the College. This multifaceted communication plan was designed to reach the broadest possible base of constituents. The following notifications were published:

A news release regarding the AQIP Quality Checkup Visit and third-party comment period was issued to local and regional subscription-based newspapers (Chicago Tribune, Chicago Sun-Times, and Southtown Star), free newspapers mailed to homes in the community (The Tinley Junction, The Orland Park Prairie), and to the student newspaper (The Glacier).

The College president, Dr. Vernon Crawley, issued a President's Memo via e-mail to all College staff notifying them of, and providing a schedule of events for, the upcoming visit.

The Valley View staff and retiree newsletter included an article explaining the third-party comment process for the AQIP Quality Checkup Visit.

- An e-mail notification of the AQIP Quality Checkup Visit and Third-Party Comment period was distributed to the following groups:
- Moraine Valley Foundation Board
- Area mayors and city/town managers
- District high school superintendents, principals, and counselors
- Area businesses
- Members of career program advisory committees
- A summary of the AQIP Quality Checkup Visit and the third-party comment period was provided on its Internet home page, www.morainevalley.edu, and on its AQIP web page, http://www.morainevalley.edu/AQIP/quality_checkup.htm.

The following examples of these communications are:

- Valley View staff newsletter
- Glacier student newspaper ad and article
- E-mail notification to external stakeholders