October 17, 2012

Dr. Steven J. Kurtz
President
Mineral Area College
P.O. Box 1000; Hwy. 67 & 32
5270 Flat River Road
Park Hills, MO 63601-1000

Dear President Kurtz:

Attached is the report of the team the conducted Mineral Area College's Quality Checkup site visit. In addition to communicating the team's evaluation of your compliance with the Commission's Criteria for Accreditation and the Commission's Federal Compliance Program, the report captures the team's assessment of your use of the feedback from your last Systems Appraisal and your overall commitment to continuous improvement.

I Hope you will read and study the report carefully, because the team invested heavily in preparing for and conducting this visit, and its perceptions and advice are valuable to your institution. Please consider distributing it widely throughout your institution, since its positive feedback can be helpful in strengthening and broadening involvement in your quality improvement efforts.

A copy of the report will be read and analyzed by the AQIP Panel that reviews institution for Reaffirmation of Accreditation at the time your review is scheduled. Prior to that review, we will send you a listing of the materials the Panel will consider, and give you an opportunity to update or supplement them if you so desire.

To comply with federal requirements, we need you, as CEO of your institution, to formally acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Your response will become a part of the institution's permanent record.

Sincerely,

Stephen D. Spangehl
Vice President for Accreditation Relations

QUALITY CHECKUP REPORT

Mineral Area College

Park Hills, Missouri
September 26-28, 2012

Quality Checkup team members:

Deborah Loper, Ph.D.,
Director of Academic Assessment
Colorado Technical University

Gabe Estill
Director of Academic Assessment
Moraine Valley Community College

Academic **Q**uality Improvement Program

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), including review of distance delivery and distributed education if the institution is so engaged.

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. The Commission retains a copy in 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*

In the team's judgment, the institution 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 the Commission's standards and AQIP's expectations.

The institution's Systems Portfolio is accurate and complies with AQIP standards. Examples of institutional adherence to AQIP standards are found in each of the nine categories.

Related to Category 1, *Helping Students* Learn, the college has four core abilities, similar to general education outcomes, which are found in several courses across the college's curriculum. These four abilities are important to the foundation of student learning. While the assessment process for these four abilities is unclear, the college has recognized the need to create a comprehensive assessment plan that can address these four abilities as well the other learning outcomes found in courses and programs across the college. Faculty and staff acknowledged this void throughout the Quality Checkup visit, and they look forward to addressing it in their future work.

Mineral Area College (MAC) conducts a wide range of activities that support non-instructional processes. The most recent Systems Portfolio describes several of these initiatives. During the Quality Checkup visit, the college shared more details on some of this important work, including crime statistics data, campus safety guidelines, and a report on default rates. This work is reflected in the most recent Systems Portfolio, and the college acknowledges the need to collect more formalized data on these non-instructional processes. The information shared during the Quality Checkup visit indicates that the college is working towards a clearer reporting mechanism for these important processes.

MAC collects information on student and stakeholder needs via its College Outcomes Survey, which is administered annually. Local employers provide input on employment and community needs through program advisory boards and community surveys and engagement initiatives. The college has partnerships with area high schools and four-year institutions to ensure that incoming and outgoing students have the resources and preparation that they need in order to succeed at MAC and beyond.

In terms of *Valuing People* (Category 4), the addition of a Human Resources office led by a full-time director provides the support and resources needed to help ensure equity and accountability for MAC employees. Based on the observations from the Quality Checkup visit, MAC employees seem proud to work at the institution and are invested in its success.

MAC's mission statement clearly reflects the scope of its work for students and the community. The college recognizes that it needs to improve its communication methods, as employees have expressed a desire to be better informed of the college's initiatives and decision-making.

The Jenzabar system is a step forward for the college. The system has enabled the college to more clearly document its data. The college recognizes that the utilization of this data is instrumental to continuous improvement. The IDEAS team, which seeks to develop innovative ways to document and use data, is also a major step forward. The college should ensure that this team's contributions are publicized so actionable results take place.

Review of the organization's quality assurance oversight of its distance education activities.

In the team's judgment, the institution has presented satisfactory evidence that its distance education activities are acceptable and comply with the Commission's standards and expectations.

MAC identified three issues to be addressed in support of their distance learning program and developed three Action Projects to assist with the process. The Action Projects deal with faculty preparedness to teach in the distance learning platform, student preparedness to enroll in distance learning courses, and standardizing all web-based courses.

The standardization Action Project is complete. The Action Project to develop guidelines for online instruction is active. The goal of this project is to create a resource base for all online instructors, develop a memorandum of understanding that the instructors will review and sign prior to teaching in the program, and create standards for online instruction. The third Action Project related to distance learning is to develop student guidelines for online learning. The intent for this active project is to educate students to the online platform to improve their learning experience.

The College implemented a new operating system, *Jenzabar*, in order to have a single platform for distance learning. This implementation illustrates a systematic practice that is a direct outcome of the Action Projects. MAC also implemented a student login procedure connected to its student identification system. This addition allows students easy access to online classes and college services.

Appropriate staff provides support for students in online courses. Technical as well as academic support is available to students. The reviewers found no concerns or issues with MAC's distance learning program.

Review of the organization's quality assurance and oversight of distributed education (multiple campuses, additional locations, off-campus course sites)

In the team's judgment, the institution has presented satisfactory evidence that its distributed education activities (operation of multiple campuses, additional locations, off-campus course sites) are acceptable and comply with Commission's standards and expectations.

Mineral Area College presented a report detailing its off-campus course sites' instructional oversight, academic services, assessment of student performance, student services, facilities management and ADA compliance, marketing and recruiting strategies, and adherence to AQIP standards.

The three off-campus sites (Fredericktown, Perryville, and Potosi) work in close conjunction with the main campus of Mineral Area College located in Park Hills, Missouri. The main campus' two divisional deans oversee the instruction at the off-campus sites, while site coordinators manage the operational aspects of their respective sites.

The three off-campus sites offer a curriculum comparable to the main campus. Students at these sites can complete all necessary coursework towards completion of the Associate in Arts (A.A.) and Associate in Arts in Teaching (A.A.T.) degrees.

Instructional oversight ensures that the off-campus sites' teaching standards are aligned with the college's commitment to quality in instruction, hiring, and oversight. Site coordinators interview prospective adjunct instructors, who are then vetted for their qualifications via the college's Human Resources and applicable academic departments.

The off-campus sites' curriculum standards are aligned with those at the main campus. Academic departments provide the syllabi and other pertinent resources to the offsite campuses who then distribute this material to their instructors.

Students at the off-campus sites have access to many of the student services' resources available at the main campus, including academic advising, financial aid resources, and placement testing services.

The off-site campuses adhere to the same attendance policies and student complaint procedures as the main campus.

Review of specific accreditation issues identified by the institution's last Systems Appraisal

No accreditation issues were identified in the most recent Systems Appraisal.

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

In the team's judgment, the institution 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.

Much of the feedback from Mineral Area College's most recent Systems Portfolio concerned the

college's documentation of data and the absence of a comprehensive assessment plan. As student learning is paramount to any higher education institution, the college needs to formalize its assessment processes, so it can create useable data for faculty. Currently, the college's assessment of student learning occurs at the course level and in the program review process; however, the documentation of the assessment work doesn't indicate how the results have been used or the level of faculty participation. The college is aware of this void and is making plans to fill it with a more streamlined assessment process.

The institution is aware of the need to formalize processes and procedures. Evidence exists that the college is moving in that direction. The strategic planning process is an example of how the college has begun systemizing its planning. The college would benefit by taking the integrative process it used in the strategic planning process and apply it to their academic assessment plan

The visit included a thorough discussion of all the strategic issues. Mineral Area College views these issues as opportunities to address in its future planning activities. The strategic issues from the System Portfolio Review are presented below with the team's observation of those issues.

- MAC has a long-standing assessment process. However, the description of the assessment process as presented in the portfolio does not make explicit the degree to which MAC intends the measures to be directly aligned with its learning outcomes nor how assessment results from these measures are used for improvement.

  o The college has an opportunity to formalize their academic assessment process. There is evidence, mentioned above, that assessment is fully engaged in some programs. MAC would benefit by focusing on assessment efforts throughout all programs and at the institutional level.

- The college is encouraged to provide a more substantial description of processes and procedures. This was a concern of the review team throughout the portfolio. For example, Category Four, *Valuing People* was difficult to evaluate due to the lack of information provided in the portfolio, and while substantial data were presented in Category Nine, *Building Collaborative Relationships*, the portfolio failed to address how processes were created or prioritized.

  o MAC made strides in shoring up their processes and procedures. A Human Resource Director was hired to help correct many of the issues addressed in Category Four. Although the portfolio did not adequately address the processes, the college has many practices in place. The college takes great pride in its community relationships and partnerships. Community involvement in the

college in evident from outreach activities, relations with local school systems, civic organizations and local universities to name a few. Community relations play a prominent role in the college's long-range goals.

- MAC is encouraged as they move through the continuous improvement process to more clearly align their planning with the 35 benchmarks.

  o The benchmarks refer to the National Community College Benchmarking Project. MAC uses the data from this project to measure their progress and success. This is evidenced in the strategic plan.

- The review team suggests that MAC adhere to the guidelines for submission of the Systems Portfolio as outlined by the Commission (*Systems Portfolio Guide a Resource for Creating Your Systems Portfolio*). The photos, while adding a personal touch to the portfolio, were an unnecessary distraction. This is space that could have been devoted to needed information (see S2). The portfolio also contained numerous typographical and formatting errors.

  o The Quality Checkup team had a discussion with the nine portfolio writing teams regarding this issue and is confident that the college understands this strategic issue and will submit their next portfolio with an eye to the concern.

- Although the portfolio contains various data sets, MAC fails to demonstrate how this information is used.

  o The college does use data to make informed decisions. Comments made during meetings with campus members included: "We now know how to start collecting data"; and "We've seen a shift and awareness of data and information in decision making." There is a cultural shift taking place on campus. MAC is encouraged to continue to cultivate the use of data as a foundation for decisions and initiatives.

Review of organizational commitment to continuing systematic quality improvement

In the team's judgment, the institution 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.

The campus culture is changing to become data-informed, as mentioned above. The intertwining of the strategic planning process with the selection of Action Projects and campus improvements is evident.

Staff and faculty have opportunities to be a part of the planning process. AQIP category teams are working on the next Systems Portfolio with representation across the college. Employees look to the mission and vision to guide the strategic planning process. The strategic plan is active and available to all internal and external stakeholders. There is evidence that MAC is thinking and planning more systematically.

Other AQIP issues

System Portfolio category seven, Measuring Effectiveness, contains opportunities for the college to determine, document, and use its data for decision-making. In its Quality Program summary, the college has identified several data sources, such as IPEDS, the National Community Benchmarking Project, and formal and informal assessment data. It is still unclear how the college uses this data to make decisions related to student learning, institutional effectiveness, and strategic planning. The college's data should align with the institution's mission, values, and goals. Based on the 2008-13 Strategic Plan, the college has an opportunity to link the mission, vision, organizational, and long-range goals. Strong data reporting could bolster and connect all of these areas so goals could become more manageable, measurable, and actionable. The college recognizes that its use of data is an area for development.

Within the 2008-13 Strategic Plan, Mineral Area College lists eight Organizational Priorities, which range from assessment to operational effectiveness and efficiency. These priorities are clearly essential to the college's mission, but the college lacks a formalized means to measure these priorities. A clearer system of data utilization and measurement would help ensure that college achieves these important priorities.

As mentioned in previous sections of this report, the college took the review of their Systems Portfolio to heart and has worked hard to make improvements in how it views and uses processes and procedures. Although there are opportunities for improvement, MAC has accomplished much in formalizing their planning processes. The college also recognizes the importance of data and information in their planning and decision-making processes.

Appendix A
Worksheet for The Evaluation Team on Federal Compliance Requirements

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Instructions: The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of this AQIP Quality Checkup Report. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

Institutional Materials Related to Federal Compliance Reviewed by the Team:

1. Federal Compliance Report posted on college's website.
2. Mineral Area College Policy on Complaint Resolutions and copy of student complaint form
3. Independent Audit of Financial Statements
4. The college catalog, which included the college's:
    o Mission
    o Vision
    o Organizational Priorities
    o Transcript Policy
    o Right to Privacy Policy
    o Transfer Policy
    o ID Verification Process
5. Report on default rates
6. Report on crime statistics
7. Campus Safety Guidelines
8. Password Request Form
9. Default Management/Student Retention Plan
10. Official syllabi samples (face-to-face, online, and hybrid)
11. Distance Education
    a. Instructional Enhancement Plan
    b. Memorandum of Understanding
12. Comprehensive list of programmatic accreditation

Evaluation of Federal Compliance Program Components

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). New for 2012: The Commission has a new policy on the Credit Hour. Complete the Worksheet in Appendix A and then complete the following responses. Attach the Worksheet to this form.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

      Comments:
The team verified the credit hour policy and deemed it acceptable. The policy clearly falls within commission guidelines.

      Additional Monitoring, if any: None

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.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
      MAC has a well-organized system to collect and address student complaints. In a focus group held with students, they were able to tell the review team where they could go to lodge a complaint. The students shared how they can voice their concerns, and they felt their concerns were clearly heard. Designated staff addresses the various forms of student concerns. Designees

receive training in how to capture the complaint, follow the policy and submit the student complaint to the point person designated to monitor and maintain the record of all complaints. The log of complaints is shared with the leadership on a regularly scheduled basis. The college records the complaint and the action taken to resolve the issue. The team reviewed the log. The compliant policy and processes are a part of the student orientation, discussed in courses and clearly stated in college publications.

Additional Monitoring, if any: None.

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.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The team reviewed and verified the transfer policy. The policy meets the guidelines for federal compliance and is published in the college catalog. Students are made aware of the policy during their orientation program.

Additional Monitoring, if any: None.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and has appropriate protocols to disclose additional fees related to verification to students and to protect their privacy.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Students are issued college specific identification numbers and issued identification cards. The cards are used as entrance into college labs, library, events, testing, etc. Upon enrollment, students are issued college email accounts that serve as the official means of electronic communication.

Additional Monitoring, if any: None.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program.*

- *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. (Note that the team should also be commenting under Criterion Two if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- *Default Rates. The institution has provided the Commission with information about three years of default rates. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures: The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- ▪ ***Student Right to Know***. *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- ▪ ***Satisfactory Academic Progress and Attendance***. *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.*

- ▪ ***Contractual Relationships:*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (The institution should review the Contractual Change Application on the Commission's Web site for more information. If the team learns that the institution has a contractual relationship that may require Commission approval and has not completed the appropriate Commission Contractual Change Application the team must require that the institution complete and file the form as soon as possible.)*

- ▪ ***Consortial Relationships***: *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships (The institution should review the Consortial Change Application on the Commission's Web site for more information. If the team learns that the institution has such a consortial relationship that may require Commission approval and has not completed the appropriate Commission Consortial Change Application the team must require that the institution complete and file the form as soon as possible.)*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The team reviewed the financial statements and did not find any concerns. The default rates have remained steady and relatively low. The campus safety policies are clear and shared with students during orientation and during other campus activities. Safety information is posted in the classrooms and common areas. Students are aware of the safety policies as noted during the student forum. A campus safety committee has been organized and plays an active role at the college.

Additional Monitoring, if any: None.

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.*

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The college has clearly written disclosures, advertising and recruitment materials. The material is available on the College's website and in documents available in offices on the campus.

Additional Monitoring, if any: None.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses accurately to the public and the Commission 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 explain the action in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its***

degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

      Comments:
Department chairs coordinate the college's program accreditation efforts with a wide range of accrediting bodies. The deans report accreditation activities to President's Cabinet and Board of Trustees for their review. A list of program accreditors is provided in the link below.
http://www.mineralarea.edu/programsandcourses/ProgramAccreditationData2012.pdf

      Additional Monitoring, if any: None.

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.***

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

No third party comments were received despite solicitation notices in local paper and on the college website. The team felt there was adequate public notification made.

Additional Monitoring, if any: None.

Appendix B
Credits and Program Length

Instructions: The team reviews the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

A: Answer the Following Questions

Institutional Policies on Credit Hours

➢ Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

        | X | Yes | | No

        Comments:
            Mineral Area College awards credits consistently and in compliance with the Missouri Department of Higher Education.

➢ Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

        | X | Yes | | No

        Comments: None.

➢ For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

        | X | Yes | | No

        Comments: None.

➢ Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

        | X | Yes | | No

        Comments:

        Mineral meets federal definitions by meeting mandates through the
        Missouri Department of Higher Education.

Application of Policies

➢ Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

X Yes   ☐ No

Comments:

A representative sample of course syllabi from various types of courses and platforms offered at MAC were reviewed. The course descriptions are appropriate and reflective of the credit hour policy.

➢ Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

X Yes   ☐ No

Comments:

Samples of learning outcomes indicated that learning outcomes are appropriate to the courses and programs and appropriate to the credit hour policy.

➢ If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

X Yes   ☐ No

Comments: None.

➢ If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

X Yes   ☐ No

Comments:

The distance learning courses contain appropriate equivalents which adhere to the credit hour policy.

➢ Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

| X | Yes | | | No |

Comments: None.

B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

The team received course syllabi samples for three different delivery formats. The syllabi reflect the intended learning outcomes, contact hours, and expectation for homework and other applicable activities.

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's credit hour policies and practices?

| | Yes | | X | No |

Rationale: Not applicable as no follow-up is needed.

D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

There are no issues related to non-compliance with the Commission's policies regarding credit hours.