

Focused Report

Submitted by



NORTHEAST
MISSISSIPPI COMMUNITY COLLEGE



Date of Offsite Review- April 21-22

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Section 3: Basic Eligibility Standard

3.1b- Offers all course work required for at least one-degree program at each level at which it awards degrees. [CR]

Judgment

Compliant Non-Compliant Not Applicable

Off-Site Team Comments

The institution offers certificate programs as well as the Associate of Arts (A.A.) and the Associate of Applied Science (A.A.S.) degrees. Documents provided by the institution demonstrate that all courses in these programs are listed in the institution's 2018-2019 Catalog. However, the institution did not provide evidence that all coursework required for at least one degree program at each level at which it awards degrees has been offered.

College Response

Northeast offers all course work required for at least one-degree program at each level at which it awards degrees.

3.1b Documentation

- [AA Course Offerings Sample](#)
- [AAS Course Offerings Sample](#)
- [Certificate Course Offerings Sample](#)

Section 4: Governing Board

4.2a- Ensures the regular review of the institution's mission.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution stated that it reviews its purpose statement every two years as defined in its Procedures Manual and the *Northeast Mississippi Community College Board of Trustees Policy Book*. The institution provided minutes from one Board of Trustees meeting (September 2018), which document that body's approval of a revised purpose statement.

Although the Committee found evidence of a single instance of the Board of Trustees review of the institution's mission, the Committee was unable to determine the regularity with which reviews take place.

College Response

On July 10, 2020, the Purpose Statement Committee, comprised of representatives of the campus community, met for the bi-annual review of the College's purpose statement, which speaks to and includes the mission of the College. After discussion, they made some changes and presented the new version to the Board of Trustees for their consideration on July 14, 2020. The new purpose statement was approved unanimously ([Email July 10 2020 Purpose Statement Revision: July 14, 2020 Board Minutes Approved](#)).

Previous date of Purpose Statement revision was August-September of 2018 ([Email August 27 2018 Purpose Statement Revision](#); [Sept 18 Board Minutes Approved](#))

4.2a Documentation

- [Email August 27 2018 Purpose Statement Revision](#)
- [Sept 18 Board Minutes Approved](#)
- [July 14 2020 board Minutes Approved](#)
- [Email July 10 2020 Purpose Statement Revision](#)

4.2b- Ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The NEMCC Board of Trustees Policy Book states “It is through the development and adoption of written policies that the Board shall exercise its leadership in the operation of the institution; it is through study and evaluation of reports concerning the execution of its written policies that the Board shall exercise its control over college operation. It is the Board’s intention that its written policies serve as guides for the discretionary action of those to whom it delegates authority and as a source of information and guidance for all persons who are interested in, and affected by, the institution. Once the board of trustees approves policies, the administration and faculty are to implement the policies within the broad framework established by the Board” This statement describes the responsibilities of and processes by the Board to approve policy to be implemented by administrators, faculty and staff.

The institution did not include examples of practice in its narrative. The Committee was unable to determine if the institution adheres to the policies it described.

College Response

During the May 12, 2020 Board Meeting, the Board Policy Review Committee recommended the following changes be made to the Policy Book, which in turn informs the Procedures adopted by the College (*Proposed Board Policy Changes for 2020-21*). The Board reviewed the changes, a motion was made, it was seconded, and the motion carried (*Board of Trustees Meeting Minutes May 12, 2020*).

An example of the institution adhering to the policies described would be in the appointment of faculty positions.

The appointment and employment of faculty are defined and published in Section 300 of the Board of Trustees Policy Book 2019-2020:

The College is committed to fill positions with the most qualified persons available. New or vacant job positions will be posted when appropriate at all appropriate College sites as well as at external sites. Consistent with this commitment, the College attempts to promote qualified employees from within the College. The board directs the president of the college to develop procedures to fulfill the intent of this policy. In order to assure that appropriate credentials and experience are considered in the selection and hiring of future faculty and staff, the board of trustees charges Northeast’s president to develop procedures for verifying credentials, verifying experience, and other background checks

on future employees as necessary to assure qualified faculty and staff (*Board of Trustees Policy Book 2019-2020, 41*).

As faculty positions open due to resignations, retirements, or instructional needs, a centralized applicant file is maintained by the Human Resources office. Positions advertisement occurs through regional newspapers and openings are announced on the college's WebPage. After the closing date of job announcement, a selection committee, consisting of the Executive Vice President (Chair of the committee), the Vice President of Instruction, the Division Head, and selected faculty, review the applicant files and determines the applicants to be interviewed based on criteria concerning the needs of the open faculty position. Once interviews conclude, the Executive Vice President recommends finalists to the President of the College. The President of the College recommends the candidate to the Board of Trustees, who vote to determine the employment of the candidate. When the Board approves the recommendation, The President of the College issues a contract for employment. The contract states the positions, time frame, salary, and requires signatures of the employee, President of the College, and Chairman of the Board of Trustees (*Hiring Committee Recommendation for ADN Instructor Position; Forsman – President Recommendation to Board; Board of Trustee Meeting Minutes December 2018; Northeast Procedures Manual 2019-2020, pg. 31*).

4.2b Documentation

- [Proposed Board Policy Changes for 2020-21](#)
- [Board of Trustees Meeting Minutes May 12, 2020](#)
- [Board of Trustees Policy Book 2019-2020, 41](#)
- [Hiring Committee Recommendation for ADN Instructor Position](#)
- [Forsman – President Recommendation to Board](#)
- [Board of Trustee Meeting Minutes December 2018](#)
- [Northeast Procedures Manual 2019-2020, pg. 31](#)

4.2c- Selects and regularly evaluates the institution's chief executive officer.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The Board selected the current CEO in 2015. The NMCC Board of Trustees Policy Book states that “State law requires the Board of Trustees appoint a President, who will be executive head of the College.”

The timing regarding the selection of the CEO needs clarification. The narrative states that the current President was approved on April 21, 2015. The Board minutes used as evidence are dated April 21, 2015, however, the date (in the April 21 minutes) of the past CEO resignation is June 14, 2015. The minutes reflect that the new President was also selected at the April 21 Board meeting. Moreover, the process for selection of the CEO is not clearly defined. No documentation of a process is offered. According to the minutes of the April 21 Board meeting, the Board entered into executive session to discuss the selection process and left the executive session having selected a new CEO. This process for selection of the CEO is not clearly defined in policy or practice.

Evidence that the CEO was evaluated in Spring 2018 is offered in the narrative. The Board has a process for evaluating the CEO. In documents offered as evidence there are varying time periods for CEO evaluation. The NMCC Board of Trustees Policy Book states the President will be evaluated bi-annually. A Process for the Evaluation of the President document states that the Board “shall periodically complete a formal evaluation of the President of the college.” A memo from the Board Evaluation Committee dated June 12, 2018 states that “an annual organized evaluation of the President...” will take place. The Committee was unable to determine if the evaluation of the President occurs regularly.

College Response

According to the Northeast Mississippi Community College Procedures Manual, “The College is committed to fill positions with the most qualified persons available,” including the President (37). Further, the manual states: “Consistent with this commitment, the College attempts to promote qualified employees from within the College” ([Northeast Mississippi Community College Procedures Manual 2019-20](#)). Dr. Ricky Ford was formerly the Executive Vice President.

In hiring the President, the Board of Trustees followed its policy where the appointment of Dr. Ford was based on two-thirds affirmative vote of those voting members present ([Board of Trustees Policy Book 2019-20, 22](#)). Fourteen members of the Board were present, and after a motion and second, the motion carried, making Dr. Ricky Ford President-Elect ([Board of Trustees Meeting Minutes April 21, 2015](#)).

The Presidential Evaluation Committee was appointed by the Chairman of the Board of Trustees during the April 14, 2020 meeting ([Board of Trustees Meeting Minutes April 14, 2020](#)). This committee is chaired by the Vice Chairman of the Board and includes representatives from each county in the College’s district. Because the Board conducted their monthly meetings via conference call in April and May, the Vice President of Planning and Research sent out the

assessment tool via email and USPS mail, requesting that each board member complete the assessment of the President and either mail or email it by the end of May. Prior to the face-to-face board meeting in June, the Presidential Evaluation Committee met to discuss the results of the Board's evaluation. During the meeting of the full Board, they recommended that the President's contract be extended for four years (*Board of Trustees Meeting Minutes June 10, 2020*).

4.2c Documentation

- [Northeast Mississippi Community College Procedures Manual 2019-20, p.37](#)
- [Board of Trustees Policy Book 2019-20, p. 22](#)
- [Board of Trustees Meeting Minutes April 21, 2015](#)
- [Board of Trustees Meeting Minutes April 14, 2020](#)
- [Board of Trustees Meeting Minutes June 10, 2020](#)

4.2d- Defines and addresses potential conflict of interest for its members.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The NEMCC Board of Trustees Policy Book contains a Board Statement of Ethics. Items “i” and “j” address potential conflict of interest by stating “Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal gain.” and “Take no private action that will compromise the Board or administration...”. The Policy Book also states that a Board member may be recommended for dismissal for 3 reasons. Those are: willful neglect of duty, conviction for a felony, or mental incompetence. A process for dismissal is outlined in the Policy Book.

The Committee was unable to find evidence demonstrating the communication or practice of the policy. The institution did not address whether there have been conflicts of interest for Board members in the past.

College Response

The Northeast Mississippi Community College Board of Trustees has a policy addressing potential conflict of interest as noted in the off-site team’s comments; however, it has not had to administer this policy. All Board members have avoided and currently avoid potential conflicts of interest. Through their annual review of the *Board Policy Book*, each member is aware of the policy ([Board of Trustees Meeting Minutes May 12, 2020](#))
Beginning in the Fall of 2020, each Board member signs an “[Annual Ethics and Conflict of Interest Policy Acknowledgement](#)” statement.

4.2d Documentation

- [Annual Ethics and Conflict of Interest Policy Acknowledgement form](#)
- [Board of Trustees Meeting Minutes May 12, 2020](#)

4.2f- Protects the institution from undue influence by external persons or bodies.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution provided two sections of the *NEMCC Board of Trustees Policy Book*, which outline the requirements of public open meetings and quorum of the Board for transaction of business. The section on Formal Board Action states, “The Board individually and collectively rejects undue pressure from political, religious, or other external bodies, and it protects the administration and faculty from similar pressures.”

The Committee was unable to find evidence that the Board members are aware of and adhere to the policy.

College Response

Through the annual review of Board Policies, board members demonstrate awareness of its policy to reject undue pressure from political, religious, or external bodies. Northeast Mississippi Community College Board of Trustees adhere to this policy, and the Board protects administration and faculty from such pressures ([February 19 Board Minutes Approved](#); [May 19 Board Minutes Approved](#)).

Beginning in the Fall of 2020, each Board member signs an “[Annual Ethics and Conflict of Interest Policy Acknowledgement](#)” statement. This statement verifies that the Board understands the obligations, duties and responsibilities outlined in the Board Policy Book.

No instances of undue pressure or influences by external positions or bodies have occurred and none are on record in Board of Trustees minutes.

4.2f Documentation

- [February 19 Board Minutes Approved](#)
- [May 19 Board Minutes Approved](#)
- [Annual Ethics and Conflict of Interest Policy Acknowledgement form](#)

4.2g- Defines and regularly evaluates its responsibilities and expectations.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The *NEMCC Board of Trustees Policy Book* includes a statement for Board Self-evaluation. The Board completes its self-evaluation bi-annually. The institution provided minutes of the November 2018 Board Self-evaluation Committee meeting and the results of the self-evaluation that was completed after this meeting. These documents demonstrate that the institution's Board of Trustees has recently completed a self-evaluation; however, the Committee was unable to determine the regularity with which Board self-evaluation occurs.

College Response

The Board of Trustees is scheduled to conduct another self-evaluation in 2020. This will be conducted beginning at its November 2020 meeting. The Board of Trustees instituted the self-evaluation policy in 2018, so 2020 will only be the second time conducting the self-evaluation ([November 2020 Board Agenda](#)).

4.2g Documentation

- [November 2020 Board Agenda](#)

Section 5: Administration and Organization

5.2c- The institution's fundraising activities.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution states that, "Northeast does not participate in any fund-raising activities exclusive of the Northeast Mississippi Community College Development Foundation except for student organization accounts." The President sits on the Board of the Foundation. The Vice President of Student Services has oversight of student organization fundraising. The *NEMCC Board of Trustees Policy Book* includes the Duties of the President of the College. The narrative states "...the president controls the institution's fund-raising activities as described in the duties of the president." Fundraising is not addressed in the duties list in the Policy Book. The job description of the President does not address fundraising. The Committee could not find evidence that President's role in fundraising is addressed in NEMCC policy or in the President's job duties or job description.

College Response

Fundraising is addressed the President's job description under a blanket statement. The President's job description contains the following duty on [page 20 of the 2019-2020 Board Policy Book](#):

I. The President may delegate authority and responsibilities for directing specific areas of operations of the college to other employees of the college, but the final authority and responsibility is to be retained by him/her.

The *Northeast Procedures Manual 2019-2020* states the following:

Approval for all fund-raising activities must be secured through the Associate Vice President of Students prior to initiating any activity. Fund raising is limited to club activities and must be for one of the following:

- Direct product sales and advertisement
- Admission ticket sales to fund raising programs
- Ticket sales for specific items to be given away at a random drawing

Direct solicitation of cash from individuals and/or businesses is not permitted. Liabilities incurred during fund raising activities are the responsibility of the student organization. Northeast will not accept responsibility for any liability incurred by student organization

during fund raising. All sales tax liability must be paid by the organization conducting the fund raising (80).

The Northeast organizational chart shows the reporting relationship of the Associate Vice President of Students to the President ([2020-2021 organizational chart](#)).

Based on the off-site committee's opinion, Northeast added a statement to the 2020-2021 Board Policy Book and to the President's job description that explicitly states the President controls all institutional fundraising and may delegate that authority at his or her discretion ([Board Policy Book 2020-2021, 22, item t](#); [July 2020 Board Minutes](#)). Further, a statement was added to the Northeast Procedures Manual 2020-2021 on page 86 under "Fundraising Activities":

The President shall have ultimate oversight of all institutional fundraising, and he or she may delegate fundraising duties at his or her discretion ([Northeast Procedures Manual 2020-2021, 86](#)).

5.2c Documentation

- [2020-2021 organizational chart](#)
- [Board Policy Book 2019-2020, 20, item l](#)
- [Board Policy Book 2020-2021, 22, item t](#)
- [July 2020 Board Minutes](#)
- [Northeast Procedures Manual 2020-21, 86](#)

5.3- For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

- (a) The legal authority and operating control of the institution is clearly defined with respect to that entity.
- (b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
- (c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The Northeast Mississippi Community College Development Foundation, Inc. is a 501(c)(3) nonprofit corporation and the institution reported that the Foundation was established “for the sole purpose of providing support for programs and activities to enhance the quality of education and expand the educational opportunities for students enrolled at Northeast.” The written agreement between the two entities was updated in 2008. The institution provided documentation that the legal authority and operating control is defined.

The Committee did not find any reference to the extent of liability arising from the relationship between the Foundation and the institution. Also, the documentation did not indicate that the chief executive officer controls any fund-raising activities, nor that the fund-raising activities are defined in a formal, written manner.

College Response

The Board of Trustees board policy review committee met in July 2020 and recommended changing the Board Policy book to include a section on the Northeast Development Foundation:

The Northeast Mississippi Community College Development Foundation is a separate legal entity that exists to serve Northeast Mississippi Community College by resources and gifts not fully provided by other sources. The Foundation, which is a non-profit corporation, offers a comprehensive program of giving opportunities through its office on the campus at Northeast. The Foundation is specifically responsible for gift programs involving estate planning, real estate, insurance, endowments, annuities, trusts, pooled income funds or other special gifts that require ongoing management or binding agreements. Equally important, the Development Foundation manages and invests all private gifts to the Foundation. The Development Foundation is governed by a Board of Directors that establishes policy for its functions of fund raising, public relations, administration, and accounting and investments.

The donor determines the disposition of his or her gift. Unrestricted gifts assist the college in funding its priority needs. The donor for specific departments or functions defines restricted gifts uses.

Typical uses of gifts to the Foundation are –to provide a number of academic scholarships, to support faculty and staff development, to finance building renovations and new construction and to assist in the development of grants. Foundation staff also serve in the role of coordinator of grants sought by college staff and coordinates the Northeast Mississippi Community College Alumni Association.

Since the Northeast Mississippi Community College Development Foundation is a separate entity from Northeast Mississippi Community College with its own charter and bylaws, the college does not bear any liability with its association to the Development Foundation.

The changes were approved at the July 2020 Board of Trustees meeting ([July 2020 Board Minutes](#)). The last sentence of the section specifically addresses the off-site committee’s concern regarding the extent of liability arising from the relationship between the Foundation and the college. Further, the section defines fundraising activities in a formal, written manner. Also, the organizational chart shows the President controls the fundraising activities of the Foundation because the Vice President of Institutional Advancement reports directly to the President ([19-20 Procedures Manual, Appendix N](#)).

5.3 Documentation

- [July 2020 Board Minutes](#)
- [19-20 Procedures Manual, Appendix N](#)

5.4- The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution outlined those positions it defines as administrative and academic officers by providing tables of vice presidents and the administrative council. The administrative council consisted of directors and academic division heads. The institution has eight vice presidents that represent the different broad functional areas of the institution; each vice president reports to an executive vice president. The institution demonstrated through the tables, resumes, and job descriptions that the vice presidents and administrative council possess appropriate credentials and experience to lead the organization.

The institution provided a policy outlining the employee evaluation process. According to the policy document, administrative/non-teaching personnel are evaluated annually. Although a sample evaluation was included of a football coach, the Committee was unable to find evidence that evaluations are completed regularly for administrative and academic officers.

College Response

The sample of evaluations was inadvertently left out of the supplied documentation for the off-site committee. Sample evaluations of administrative and academic officers are included here ([Evaluations Documentation Redacted](#)).

5.4 Documentation

- [Evaluations Documentation Redacted](#)

Section 6: Faculty

6.2a- Justifies and documents the qualifications of its faculty members.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution provided its hiring guidelines for transfer faculty that indicate these personnel must have, at a minimum, a master's degree and a minimum of 18 graduate semester hours in the teaching discipline or relevant experience. Technical faculty must possess academic preparation and demonstrate competencies in the field with a minimum of an associate's degree. Career faculty must possess a high school diploma and document competencies in the field. The institution provided faculty rosters broken down by divisions, which include the credential forms, transcripts, resumes, and descriptions of competencies.

The Committee found several inconsistencies in the documentation. In some instances, the credential forms did not align with the courses the roster identified as taught by the faculty member during the spring 2019 and fall 2019 semesters. For some faculty members, the graduate coursework presented did not align with the course discipline listed on the roster.

These inconsistencies were especially prevalent for faculty members presented from the Mississippi Virtual Community College System.

The Committee could not determine if academic and other credentials are appropriate for specific course assignments for some faculty members. Those faculty members are included in the appended document "Request for Justifying and Documenting Qualifications of Faculty."

College Response

Institutional Policies Governing the Expected Qualifications of Faculty

Northeast outlines the necessary qualifications of faculty as follows:

Transfer Faculty – All full time and part time faculty teaching transfer courses must, at minimum, have a master's degree, which includes a minimum of 18 graduate semester hours in their teaching discipline, or relevant experience.

Technical Faculty – All full time and part time technical faculty must possess academic preparation and demonstrate/document technical competence. The minimum academic preparation is an associate degree. All technical faculty must stay current in their field of study and maintain state competency plan in conjunction with the division head. All technical faculty must hold national certifications required by the Mississippi Community College Board to teach in a specific subject area or obtain required national certification within 2 calendar years of hire.

Career Faculty – All full time and part time career faculty must possess a high school diploma and demonstrate or document occupational competency in their teaching area. All career faculty must stay current in their field of study and maintain state competency plan in conjunction with the division head. All career faculty must hold national certifications required by the Mississippi Community College Board to teach in a specific subject area or obtain required national certification within 2 calendar years of hire ([Faculty Credentials, Northeast Procedures Manual 2019-20, p. 37](#)).

Qualifications of Faculty

One hundred percent of all faculty (full and part time) teaching general education university parallel courses at Northeast Mississippi Community College have completed a minimum of 18 graduate hours within their teaching disciplines or have relevant experience. When all faculty (full, part time, adjunct, and dual enrollment) are employed, the Vice President of Instruction and the appropriate Division Head evaluate transcripts to ensure faculty have met these minimum requirements ([Faculty Credential Form, Faculty Roster for NEMCC Courses](#)).

In addition, Mississippi Community Colleges share courses through the Mississippi Virtual Community College system. For hosted courses, courses taught by instructors at another community college, the college offering the courses is responsible for approving qualifications of the faculty. Upon pulling a hosted course in for NEMCC students, the eLearning Coordinator, the Division Head, and the Vice President of Instruction review the faculty qualifications provided by the institution of the hosted course ([Faculty Roster for MSVCC Courses; Northwest College Instructor Credentials Form; Northwest Instructor Additional Credential](#)).

Additionally, hosted course quality is verified by the college offering the course by the provision of Quality Letters from the institution. The Mississippi Virtual Community College provides a minimum standard for course evaluation through the Core Course Evaluation Guide found in the Mississippi Virtual Community College Policies and Procedures Manual ([MSVCC Core Course Evaluation Guide, 2019; Quality Letter Co-Lin](#)).

For all courses after Spring 2020 provided through the Mississippi Virtual Community College, Northeast changed its procedure to review the instructors' credentials, transcripts, and course syllabus prior to offering a new hosted instructor for a course in the Northeast Banner system. The instructors' credentials, transcripts, and course syllabus will be provided to the appropriate Northeast Division Head to review all records and submit a MSVCC Instructor Approval form. These credentials must show evidence that the teaching faculty has the appropriate credentials for high quality delivery of instruction meeting Northeast standards ([Division Head Approval Request Example; MSVCC Instructor Approval Form](#)).

6.2a Documentation

- [Faculty Credentials, Northeast Procedures Manual 2019-20, p. 37](#)
- [Faculty Credential Form](#)
- [Faculty Roster for NEMCC Courses](#)
- [Faculty Roster for MSVCC Courses](#)

- *Northwest College Instructor Credentials Form*
- *Northwest Instructor Additional Credential*
- *MSVCC Core Course Evaluation Guide, 2019*
- *Quality Letter Co-Lin*
- *Division Head Approval Request Example*
- *MSVCC Instructor Approval Form*

6.2c- Assigns appropriate responsibility for program coordinators.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution assigns program responsibilities to faculty, who report to division heads and, ultimately to the Vice President of Instruction. Changes in curriculum, once supported by a division faculty majority vote, are proposed to an Instruction Council.

Transfer program curricula are determined by the state. Curriculum alignment meetings held by the state are attended by faculty from the institution in the appropriate discipline to provide input. Curricula in transfer programs are overseen by department heads in one of five areas, although changes are approved at the state level. The institution provided several faculty who have curriculum oversight for transfer programs.

The Committee was unable to determine if the individuals assigned curriculum oversight responsibilities hold appropriate credentials for the following transfer disciplines:

- Geography
- Foreign Languages

Career and technical program responsibility is held by the faculty, with input from local advisory committees.

The Committee was unable to determine if the individuals assigned curriculum oversight responsibilities hold appropriate credentials for the following career and technical disciplines:

- Accounting Technology A.A.S.
- Healthcare Data Technology A.A.S.

The Institutional Summary form lists an AAS program in Business Marketing, however the narrative references an AAS in Business Management. In addition, the Institutional Summary form lists an AAS in Microcomputer Technology; however, the Committee was unable to locate information regarding program coordination of this program in the narrative.

College Response

The Institutional Summary Form contained a link to a list of programs from 2017. The form has now been updated to the current year’s programs of study as published in the student catalog.

College Major and Program Coordination

A program of study, defined as a concentration of coursework within a particular discipline, is designed to produce entry-level competencies for specific career fields.

Each program of study listed in the Northeast Student Catalog is assigned major advisors who have experience and/or knowledge in the field and who have assigned responsibilities for the curriculum coordination. The curriculum coordinator is listed first on the advisor list for each program of study in the College Catalog. The following table lists the programs of study with the assigned primary faculty advisors ([Accounting Technology Program, Northeast Student Catalog 2018-19, Programs of Study](#); [Program of Study, Northeast Procedures Manual 2019-20, 69-70](#)).

Geography	David Eric Smith	Smith, David Eric Transcript Smith, David Eric Résumé 2018 - One-month study abroad course taken in Tanzania in Environmental Psychology MA (Philosophy), University of Mississippi Including coursework in GEOG 520: Advanced Human Geography (3) GEOG 520: Urban Geography (3) GEOG 513 Teaching Geography (3) GEOG 592 Field Geography of Western Colorado (3) HIST 849 Readings in World History: German Unification (3) HIST 849 Readings in World History: Ethnic Conflict (3)
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	<p>HIST 849 Readings in World History: Imperialism (3)</p> <p>HIST 849 – Readings in World History 3 credit hours</p> <p>A graduate readings course examining major historiographic issues in key periods and topics in European and World history. Topics will include (but are not limited to) ancient/medieval history, Renaissance/Reformation, early modern Europe, nineteenth and twentieth century Europe, Latin American history, African and Asian history. May be repeated with each new offering.</p> <p>Total Credits Allowed: 36.00</p> <p>German Unification: A confederated realm of German princedoms had been in existence from 843 until 1800. In the mountainous terrain of much of the territory, isolated peoples developed cultural, educational, linguistic, and religious differences over such a lengthy time period. This internal division became known as the "practice of <i>kleinstaaterei</i>", or the "practice of small-staterly". By the nineteenth century, transportation and communications improvements brought these regions closer together. This course will investigate how the new state replaced the German Confederation, a loose association of sovereign states, and the highly decentralized Holy Roman Empire.</p>
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		<p>Ethnic conflict: A study of ethnic conflict over political, economic, social, cultural, or territorial matters. Topics will include the Holocaust, the Armenian Genocide, Rwandan genocide, Nagorno-Karabakh conflict, insurgency in the North Caucasus, and the Bosnian War.</p> <p>Imperialism: A study of the British Empire comprised the dominions, colonies, protectorates, mandates, and other territories ruled or administered by the United Kingdom and its predecessor states, originating with the overseas possessions and trading posts established by England between the late 16th and early 18th centuries.</p>
Foreign Language	Jeff Tuttle	<p>Tuttle, Jeff Transcript</p> <p>MEd Curriculum and Instruction, University of Mississippi</p> <p>Including coursework in: SPAN 511 Survey of Spanish-Am Literature (3 hours) FLS 7996 Spanish Culture and Methods (6 hours) SPAN 632 Seminar – Hispanic Studies (3 hours) SPAN 304 – Advanced conversation (3 hours) SPAN 302 – Spanish American Civilization and Literature (3 hours)</p> <p>Five-years private sector experience in international sales/service serving Latin American nations before becoming a Northeast employee. Seventeen years' experience as lead instructor and advisor for Foreign Language.</p>

Accounting Technology, AAS and Certificate	Rebecca Elliott	Elliott, Rebecca Transcript Elliott, Rebecca Résumé BBA, Marketing, Mississippi State University MBA, Business Administration, University of North Alabama 6 years' experience as licensed realtor Business owner experienced in A/P

The Geography program is overseen by David “Eric” Smith. Mr. Smith currently holds 12 graduate hours in GEOG coursework and 12 hours of HIS coursework that articulates to geography hours including HIST 849 Readings in World History: German Unification (3) , HIST 849 Readings in World History: Ethnic Conflict (3), HIST 849 Readings in World History: Imperialism (3), and HIST 849 Readings in World History: 17th century Europe (3). Mr. Smith annually takes the geography students on archeological digs in our region and attends study abroad courses to further his education in the field of geography ([Smith, David Eric Transcript](#); [Smith, David Eric Résumé](#)).

The Foreign Language program is overseen by Jeff Tuttle, who has been the lead instructor and advisor for the program for 17 years. Mr. Tuttle has 18 graduate hours in Foreign Languages. In addition, he worked for several years in the private sector as a Spanish-language translator.

Healthcare Data Technology and Accounting Technology fall into the Business Technology programs within the Mississippi Community College system ([Business Technology Curriculum 2016](#)). As such, the programs are overseen by the Business Technology instructors, Crystal White and Rebecca Elliott. Both instructors earned the necessary degrees and coursework to teach Business Technology coursework ([Elliott, Rebecca Transcript](#); [Elliott, Rebecca Résumé](#); [White, Crystal Transcript](#); [White, Crystal Résumé](#)). Additionally, within the last academic year, Healthcare Data Technology has been phased out due to lack of employment opportunities from this degree in our region.

The Institution Profile form originally submitted contained an outdated list of degrees offered by the institution. An AAS program in Business Marketing, AAS program in Healthcare Data Technology, and AAS in Microcomputer Technology are no longer offered by the institution. The Institution Profile now contains the correct link to current programs of study.

6.2c Documentation

- Accounting Technology Program, *Northeast Student Catalog 2018-19*
- *Programs of Study; Program of Study, Northeast Procedures Manual 2019-20, 69-70*
- Smith, David Eric Transcript
- Smith, David Eric Résumé
- Tuttle, Jeff Transcript
- Business Technology Curriculum 2016
- Elliott, Rebecca Transcript
- Elliott, Rebecca Résumé
- White, Crystal Transcript
- White, Crystal Résumé

6.3- The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution made reference to published policy and procedures for the regular evaluation of full-time and adjunct faculty. The documented policy detailed multiple methods of evaluation, including self-evaluation, student evaluation, supervisor evaluation, and classroom observation. Additionally, specific timeframes for the evaluation of fulltime faculty and adjunct faculty are documented.

The Committee was unable to find evidence of a published policy regarding the appointment or employment of faculty, either full-time or adjunct. The process described in the narrative matched the process described in Section 5.5, Personnel Appointment and Evaluation, however, no reference to policy was made.

College Response

Faculty Appointment and Employment

The appointment and employment of faculty are defined and published in Section 300 of the Board of Trustees Policy Book 2019-2020:

The College is committed to fill positions with the most qualified persons available. New or vacant job positions will be posted when appropriate at all appropriate College sites as well as at external sites. Consistent with this commitment, the College attempts to promote qualified employees from within the College. The board directs the president of the college to develop procedures to fulfill the intent of this policy. In order to assure that appropriate credentials and experience are considered in the selection and hiring of future faculty and staff, the board of trustees charges Northeast’s president to develop procedures for verifying credentials, verifying experience, and other background checks on future employees as necessary to assure qualified faculty and staff ([Board of Trustees Policy Book 2019-2020, 41](#)).

As faculty positions open due to resignations, retirements, or instructional needs, a centralized applicant file is maintained by the Human Resources office. Positions advertisement occurs through regional newspapers and openings are announced on the college’s WebPage. After the closing date of job announcement, a selection committee, consisting of the Executive Vice President (Chair of the committee), the Vice President of Instruction, the Division Head, and selected faculty, review the applicant files and determines the applicants to be interviewed based on criteria concerning the needs of the open faculty position. Once interviews conclude, the Executive Vice President recommends finalists to the President of the College. The President of the College recommends the candidate to the Board of Trustees, who vote to

determine the employment of the candidate. When the Board approves the recommendation, The President of the College issues a contract for employment. The contract states the positions, time frame, salary, and requires signatures of the employee, President of the College, and Chairman of the Board of Trustees (*Hiring Committee Recommendation for ADN Instructor Position; Forsman – President to HR Salary Approval; Forsman – President Recommendation to Board; Forsman – Faculty Contract; Northeast Procedures Manual 2019-2020, pg. 31*).

6.3 Documentation

- *Board of Trustees Policy Book 2019-2020, 41*
- *Hiring Committee Recommendation for ADN Instructor Position*
- *Forsman – President to HR Salary Approval*
- *Forsman – President Recommendation to Board*
- *Forsman – Faculty Contract*
- *Northeast Procedures Manual 2019-2020, pg. 31*)

6.4- The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

In its 2019-2020 institutional procedure manual, the institution’s academic freedom policy states that “faculty have the right to select and emphasize certain content, will determine the difficulty of content and assessments, and chooses how content is delivered instructionally”. The narrative states faculty are expected to behave ethically, conforming to “professionally-endorsed principles and practices relative to subject area discipline.” The institution also provided evidence of its academic freedom policy, which included a complaint process whereby any member of the college community can report violations of its academic freedom definition and responsibilities in writing directly to the Executive Vice President. From there, the EVP will launch an inquiry committee to include the VP of Instruction, another mid-level or above administrator, three faculty members from the discipline in the complaint or related discipline, and one faculty member from another discipline.

Although the institution adequately defined its academic freedom policy and procedures and provided evidence of how it publishes this policy, the Committee could not locate either evidence of how the institution implements these policies and procedures or an indication that the institution had never fielded an academic freedom complaint.

College Response

There have been no complaints concerning academic freedom.

Definition of Academic Freedom

Northeast Mississippi Community College is dedicated to preserving academic freedom for faculty members. Academic Freedom as defined in the *2019-20 Northeast Procedures Manual* is the right to select and emphasize subject content, the right to determine the degree of difficulty of content and of evaluation methods, and the right to choose the methods of instructional delivery.

Examples of academic freedom for faculty can be seen in the layout of modules within the learning management system, Canvas. Each faculty member demonstrates their unique method of conveying the common core objectives for the course material in varieties of assignments and learning exercises presented to the students

Examples of Module Layout in Canvas courses.

Course	Modules for Instructor 1	Modules for Instructor 2
College Algebra - MAT 1313	Marolt	Thompson

Anatomy and Physiology I – BIO 2514	Benjamin	Hughes
English Composition I – ENG 1113	Burns	Moore

Corresponding responsibilities of faculty members are outlined as 1) to disseminate up-to-date information that is pertinent to students’ potential for success in academic and work, 2) to conform to professionally endorsed principles and practices, 3) teaching and evaluating material outline in the course syllabi, and 4) provide a variety of methods of delivery that lead students to develop their own skills. Faculty members are constrained by ethical behavior conforming to professionally endorsed principles and practices relative to subject area discipline ([Academic Freedom and Responsibilities, 2019-20 Northeast Procedures Manual, p. 15-16](#)).

Again, there have been no complaints concerning academic freedom.

6.4 Documentation

- [Marolt Fall 2019 MAT 1313 Modules](#)
- [Thompson Fall 2019 MAT 1313 Modules](#)
- [Benjamin Fall 2019 BIO 2514 Modules](#)
- [Hughes Fall 2019 BIO 2514 Modules](#)
- [Burns Fall 2019 ENG 1113 Modules](#)
- [Moore Fall 2019 ENG 1113 Modules](#)
- [Academic Freedom and Responsibilities, 2019-20 Northeast Procedures Manual, p. 15-16](#)

Section 8: Student Achievement

8.2b- Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution identifies three competencies that all graduates are expected to achieve, including: Reading, Writing, and Mathematics/Science.

The Reading competency expects students to demonstrate ability to read and comprehend at a level commensurate with the reading level of the textbook and other reading assignments. The Writing competency stated that students demonstrate proficiency in written communications by composing effective sentences and paragraphs and using correct grammar, punctuation, and other basic writing principles. The Mathematics/Science competency states students must earn credit in College Algebra or an equal course, or a laboratory science course.

While the Reading and Writing competencies include stated expectations in increase student abilities, the Math/Science competency only expects earned credit and not specific capabilities students will attain.

The institution provided copies of its annual Institutional Effectiveness plans from 2019, 2018, and 2017. These plans included expected outcomes, assessment tools and targets, analysis, and evidence of seeking improvements for each. These plans, however, did not make clear which outcomes were related to each institutional competency.

The institution provided evidence of benchmarking competencies utilizing standardized tests through ETSP and ACT WorkKeys. These certifications confirm to employers that students possess basic workplace skills in reading, math, and locating information. Although it was noted that 142 students received at least a Bronze certification out of the 165 who tested, the institution did not clearly explain how its expected outcomes and how these results directly contribute to the overall assessment of general education competencies.

In Spring 2020, the institution introduced new core learning outcomes to replace the previous three competencies. These new core outcomes were:

1) Communication (verbal, written, interpersonal), 2) Critical Thinking, 3) Collaboration, 4) Digital Literacy, and 5) Quantitative Fluency. With the introduction of these new competencies, faculty in each division are being guided through a curriculum mapping process to ensure the core outcomes are covered through the general education core curriculum.

The Committee was unable to determine that the institution assesses the extent to which students achieve the defined general education outcomes or that the institution uses the results of evaluation for improvement.

College Response

The institution utilizes results from the ETSP and ACT WorkKeys exams by setting targets within the General Education IE plan (to cover students in both academic and career technical concentration areas). From the FY19 Plan:

Tool, Target, and Timeframe

4d. For Mathematics competency, of the sophomore student sample who have completed 40 semester hours prior to Spring 2018, the students' mean on the "Mathematics Skills" portion of the ETS Proficiency Profile will be above the national mean score of similar students (Associate Colleges' sophomore students).

4e. For mathematics competency, of the Career and Technical sophomore student sample who have completed 49 semester hours prior to the Spring 2019 semester the student's mean score on the ACT's WorkKeys "Applied Mathematics" will be 5 or above.

4f. For the reading competency, of the Career and Technical sophomore student sample who have completed 49 semester hours prior to the Spring 2019 semester the student's mean score on the ACT's WorkKeys "Locating Information" will be 5 or above.

Results

4d. In the Spring of 2019, 61 sophomore students obtained a mean score of 113.18 on the "Mathematics Skills" portion of the ETS Proficiency Profile. The national mean score of similar students (Associate College sophomore students) was 112.10.

4e. For sophomore CTE students taking the ACT WorkKeys exam, the mean score in Applied Mathematics was 4.18

4f. For sophomore CTE students taking the ACT WorkKeys exam, the mean score in Locating Information was 4.71.

Analysis of Results

4d. The ETS Proficiency Profile was successful in providing data as a national normed test for comparison to NEMCC students. The committee decided to continue use of the ETS Proficiency Profile.

4e. We did not meet our benchmark of 5 or above for the ACT's WorkKeys "Applied Mathematics" for the Career and Technical sophomore students sampled during the Spring 2019.

4f. We did not meet our benchmark of 5 or above for the ACT's WorkKeys "Locating Information" for the Career and Technical sophomore students sampled during the Spring 2019.

Improvement Actions

4d. During the next school year, the Mathematics and Sciences Department will strategize the use of technology in the classroom as a method to increase Critical thinking Skills.

4e. Based on WorkKeys scoring methods, the Career and Technical Division wishes to change the way this measurement is assessed. New assessment will be: Of the Career and Technical sophomore student sample who have completed 49 semester hours prior to the Spring semester, 70% of the students will score a 4 or above in Applied Math.

4f. Based on WorkKeys scoring methods, the Career and Technical Division wishes to change the way this measurement is assessed. New assessment will be: Of the Career and Technical

sophomore student sample who have completed 49 semester hours prior to the Spring semester, 70% of the students will score a 4 or above in Workplace.

These results help the institution know where to place more focus in the general education curriculum in order to ensure that our students are meeting the competencies. Once the Core Learning Outcomes are in place, there will be additional direct measures in place to monitor.

The FY20, 19, 18, and 17 Institutional Effectiveness plans do not include linkages between expected outcomes to the three competencies. However, in FY21, the format for Institutional Effectiveness plans include a way for those entering data to make connections between program-level outcomes and the institutional-level core learning outcomes. These connections are identified through the curriculum mapping process that is ongoing ([Proposed IE Format FY21](#)).

Due to the implementation of Core Learning Outcomes in Fall 2020, the FY21 Institutional Effectiveness plans include expected outcomes that align with the following CLOs-

- **Communication-**
 - Students will demonstrate effective verbal communication by articulating abstract ideas to others.
 - Students will demonstrate effective written communication by developing and presenting cogent, coherent, and substantially error-free writing for communication to general and specialized audiences.
 - Students will demonstrate effective group communication by responding to others
- **Critical Thinking-**

Students will demonstrate critical thinking by identifying important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions.
- **Collaboration-**
 - Students will apply knowledge of subject matter through small group discussions or class discussions.
 - Students will create content with classmates.
 - Students will apply knowledge of subject matter by solving a problem in small groups.
- **Digital Literacy**
 - Students will maintain and manage a variety of digital tools and resources.
 - Students will use digital resources to access relevant and reliable information
- **Quantitative Fluency**
 - Students will present accurate representations of quantitative information on political, economic, health-related or technological topics and explain how both calculations and symbolic operations are used in those offerings.
 - Students will create and explain graphs or other visual depictions of trends, relationships, or changes in status.

The curriculum mapping process began with the formation of committee (with representation from every academic division) who began to work through each of the Core Learning Outcomes and how they could relate to curriculum within their program areas. Due to the disruptions of COVID-19, this committee was only able to meet once before everyone began to work remotely. The Director of Institutional Effectiveness decided to pause this effort until after faculty have had the time to spend transitioning to online instruction and planning for the future potential of shifting to online again. The Core Learning Outcomes will be measured in the FY21 assessment cycle and the committee will begin meeting again in Fall 2020 to continue planning for the mapping process, beginning with General Education. Long-term plans include placing the CLOs into Canvas which will allow measurement of the outcomes across the curriculum through the use of standardized rubrics. It is hoped that the institutional measurement can expand beyond the Gen Ed core to allow for an even broader measurement at the institutional level. Standard rubrics for each of the CLOs will allow measurement across the curriculum in all areas.

A new process was added into the FY20 assessment cycle in which improvement actions from the previous cycle were copied and pasted into the current plan, and then a narrative written about how those improvement actions were carried out. This small step has helped in identifying specific evidence of using results to plan for improvement and how these improvements were made. This continues to improve the process as it relates to making improvements more obvious throughout the assessment cycle.

8.2b Documentation

- [Proposed IE Format FY21](#)

8.2c- Academic and student services that support student success.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution engages in systematic assessment of its academic and student support services following the well-established methodology of deriving program outcomes from the institution's Purpose Goals, Long-Term Goals and Short-term Goals. The narrative outlines the methodology and provides assessment plans with outcomes identified and assessed.

The assessments of outcomes rely heavily on indirect measures, specifically, the Campus Climate Survey. In most cases, the Campus Climate Survey is the sole measure of an outcome. In many cases, measures of outcomes are based solely on the satisfaction of the student, rather than the performance of the support service in meeting the outcome. The narrative states that "...both qualitative and quantitative measures" were used in assessing the outcomes; however, the Committee did not find evidence of data from qualitative measures in the assessment plans presented.

In its review of the plans presented by the institution, the Committee found two issues. First, the data included in the assessments was typically presented in percentage and/or raw numeric value without context that establishes the extent to which the outcomes are met. Second, the five-column matrix used for assessment plans included in the institution's *Five-Year Strategic Planning Document, 2019-2024 with 2018-2019 Annual Institutional Effectiveness/Assessment Plans* demonstrate the institution uses assessment results to plan for improvement; however, the Committee could not find evidence that the institution carries out these plans. The institution provided a list of previous accomplishments; however, the Committee did not find evidence that these accomplishments are the result of plans for improvement from any prior assessments.

College Response

College personnel are being assisted through the assessment cycle by the Director of Institutional Effectiveness with special focus on reporting data in a clear, consistent and contextual format along with previous year's results in order to provide clarity for how targets are being met or not met.

A new process was added into the FY20 assessment cycle in which improvement actions from the previous cycle were copied and pasted into the current plan, and then a narrative written about how those improvement actions were carried out. This small step has helped in identifying specific evidence of using results to plan for improvement and how these improvements were made. This will continue to improve the process as it relates to making improvements more obvious throughout the assessment cycle.

Accomplishments will continue to be submitted annually by all units; however, the accomplishments will be a separate item from the improvements that are made to processes through the institutional effectiveness process.

As this response was being written, plans for FY20 were being submitted. Two of the first plans to be completed were Burgess Activity Center and Learning Resources/Library. They provide examples of how the new procedure described above has been implemented. These plans were able to indicate that improvements (based on the plans for improvement in the previous cycle) were made. They also provide an example of proper data reporting with context of what the data mean. While many improvements to plan structure across the institution are expected, these are examples that were completed and available at the time this report was compiled. All plans will be available for review at the time of the on-site (virtual) visit in the Five-Year Strategic Planning Document which is scheduled to be completed in early September.

In the College's narrative, it stated that both qualitative and quantitative measures are used in assessing outcomes. While qualitative findings are not included in the formal Institutional Effectiveness plans, it is provided to units in the form of comments that are made about specific areas through the survey process. These qualitative findings have typically been used to inform the unit's direction with plans for improvement, in addition to the quantitative direct and indirect measures. One example of this is the sharing of the student comments collected in the Spring 2020 Student Satisfaction Inventory. Comments were shared with the President's Cabinet ([Email. June 24, 2020. SSI Results](#)). Cabinet members then disseminated any comments related to their areas with the appropriate people who could utilize these comments in their plans for improvement. The Director of IE has begun assisting units with a more effective approach to the formal incorporation of qualitative data in the upcoming year. One area that has already been identified to implement this approach is within instructional units that rely on employee satisfaction survey data. The response/return rate on this survey is poor; the Director of IE has met with several of the administrators and faculty in the Division of Business and Engineering Technology to discuss a qualitative method that could be used to collect this information in the form of focus groups held at the annual advisory committee meetings. The Director believes that this approach could be used for some of the non-instructional, student service areas. Units have never been encouraged to utilize qualitative data in a formal reporting mechanism, but the Director of IE believes there could be great value in adapting qualitative methodologies for some areas.

An example of a FY20 service unit plan that provides an excellent example of the use of direct measures is the Student Success Center. Retention rates, success rates (measured through GPA and hours earned), and the numbers of students served were included as direct measures along with success rates of students who were enrolled in the "Road to Success" course that is provided to students who have been placed on probation due to academic difficulty. This course is delivered and monitored by the Student Success Coaches. College personnel are currently discussing additional direct measures that non-instructional units could utilize in the assessment of their expected outcomes. One example is for Financial Aid to include completion data on a knowledge-based financial literacy module that incoming freshmen complete in the

Orientation Course. This could provide units with a direct measurement of how well students understand the services and processes found within the unit. A similar approach could be taken with other service areas of the college. Areas could provide information for the Orientation course and methods in which to assess the level of understanding students have about the services they provide.

8.2c Supporting Documentation

- [Email. June 24, 2020. SSI Results](#)
- [NEMCC Institutional Effectiveness Plan – Burgess](#)
- [NEMCC Institutional Effectiveness Plan – Learning Resources & Library](#)
- [NEMCC Institutional Effectiveness Plan – Student Success Center](#)

Section 10: Educational Policies, Procedures, and Practices

10.3- The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution keeps five years' worth of digitized catalogs (currently 2015-2020) on the institution's website. The institution stated that the Vice President of Instruction and office staff "maintain the catalog and is responsible for updating and archival."

The Committee was unable to determine how and when the College Catalog is updated. The Committee was unable to determine where older versions of the catalog, whether print or digital, are stored and maintained for students returning to the institution after an extended period of absence.

College Response

The college catalog is updated, and the Instruction Council votes changes are made to the document through approved planning proposals voted on at monthly meetings of the Instruction Council. The Board of Trustees then approves the catalog change(s) at its next scheduled monthly meeting. Approved catalog changes are added to the current year catalog by the Vice President of Instruction's office ([4.29.20 Instruction Council Minutes](#); [May 2020 Board Minutes Approved](#)).

Current and prior year catalogs are hosted for a period of five years on the college's website at nemcc.edu. The Vice President of Instruction's office maintains this web page ([Student Catalog Archives](#)). Prior to the last five years, print copies of all catalogs are stored in the vault in the Records Office ([photo of catalogs in vault](#)).

10.3 Documentation

- [4.29.20 Instruction Council Minutes](#)
- [May 2020 Board Minutes Approved](#)
- [Student Catalog Archives](#)
- [Photo of catalogs in vault](#)

10.8- The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution detailed a number of methods for evaluating credit not originating from the institution, including transfer course credits, credit by examinations and military credit. In each case, the institution provided documentation and illustrative examples of the application of that policy. The institution indicated that it does not award credit for experiential learning or for professional certificates.

The documentation presented indicated that academically qualified personnel were involved in the development of transfer course credits. There was no mention or documentation provided regarding the involvement of academically qualified personnel in approving credit by examinations other than academic heads.

There was also no mention or documentation of academically qualified personnel in oversight of the awarding of military credit from Joint Service Transcripts, such as a reference to following generally accepted guides to awarding military credit.

The narrative illustrated that multiple processes put controls in place to ensure that any credit awarded is comparable to courses in the institution's inventory in both level and content. The Committee could not determine that academically qualified personnel were involved in the oversight of the approval of awarding credit by examination nor for awarding military credit.

College Response

The college has an approval process with oversight by persons academically qualified to make the necessary judgments. The Northeast Registrar is Chassie Kelly, who is academically qualified to make the necessary judgments ([Chassie Kelly Transcript](#), [Chassie Kelly Résumé](#)). Mrs. Kelly completes the final

review and awards credit for credit by examination, advanced placement credit, advanced placement credit, CLEP credit, and articulated credit for Career/Technical work.

Credit awarded at Northeast Mississippi Community College for work not completed at the institution is comparable to a designated credit experience and is consistent with the institution's mission.

- Credit by examination is awarded after final review by the Northeast registrar. [Institutional Challenge Exam Redacted](#); [Alternate Placement Redacted](#)
- Since 2017, there have been zero requests for Advanced Placement credit.
- Military credit is awarded after review by the registrar using the [American Council on Education's Military Guide](#) ([Joint Service Transcript Redacted](#)).
- Since 2017, there have been zero requests for CLEP credit.
- [Articulation Agreement for Career & Technical Agreement Redacted](#)

10.8 Documentation c

- [Chassie Kelly Transcript](#)
- [Chassie Kelly Résumé](#)
- [Institutional Challenge Exam Redacted](#)
- [Alternate Placement Redacted](#)
- [Joint Services Transcript Sample Redacted](#)
- [Articulation Agreement for Career & Technical Agreement Redacted](#)

Section 12: Academic and Student Support Services

12.3- The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

Although the institution provided the “Statement of Student Responsibility” from the College Catalog, the Committee was unable to find any descriptions or evidence of student rights.

College Response

On August 11, 2020, the Board of Trustees approved the following catalog change, a statement of student rights ([Board Minutes August 11, 2020](#)):

Commented [CS1]: Need to add these minutes after the board meeting August 11

Student Rights

Students have the right to an encouraging classroom environment. Students and instructors should work together to create an environment of trust and mutual respect.

All students at Northeast Mississippi Community College have the following rights:

- **Students have the right of respect** from all instructors and staff at the College, regardless of their race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other classification (Civil Rights Compliance).
- **Students have the right to expect certain practices of their instructors.** These include establishing clear course objectives and requirements through the use of the syllabus, clearly stating grading scale and criteria, evaluating students fairly, holding regularly scheduled office hours, acknowledging student contributions to an instructor's personal academic work, and protecting students' intellectual freedom.
- **Students have the right to file complaints.** Complaints may concern inappropriate instructor conduct, incompetence in oral communication, scheduling of exams other than at the authorized examination times, failure to provide disability accommodations, grading grievances, and other such issues. Students should bring any complaints to the attention of the instructor, departmental head, and/or the Vice President of Instruction (academic matters) or Vice President of Students (non-academic matters) (see process below) **as soon as possible.**
- **If you are a student who has a concern about unwelcomed sexual behavior or sexual harassment,** disregard the steps outlined below and immediately schedule an appointment with the Title IX Coordinator or with any College administrative officer (non-confidential resources), or for confidential resource, with the Counseling Center to discuss your concerns and identify possible courses of action.

If a student has a complaint about any other aspect of a course, such as the classroom environment, the instructor, the course's grading system, or class activities (including online and out-of-class activities), please follow the procedure outlined in the Student Catalog under the section “Complaints & Grievances”.

This statement of student rights has been added to the 2020-2021 Northeast Student Catalog ([Student Catalog 2020-2021-Student Rights](#)).

Further, Northeast informs students of their rights under the Family and Educational Rights Privacy Act (FERPA) and the Civil Rights Act in the Student Catalog ([FERPA Student Rights and Responsibilities; Civil Rights Compliance Policy](#)).

12.3 Documentation

- Board Minutes August 11, 2020
- Student Catalog 2020-2021-Student Rights
- FERPA Student Rights and Responsibilities
- Civil Rights Compliance Policy

12.4- The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution provided evidence that it publishes appropriate and clear procedures for addressing student complaints in the College Catalog and on the institution's website. The institution distinguishes differences between non-academic student complaint procedures and those related to an academic matter. The institution provided a copy of the non-academic student complaint form that students may use to file a complaint. The process published in the catalog which is located on the institution's website was clear and informed students who to contact. Due process was part of the institution's complaint process.

The institution stated that it has had zero non-academic related complaints/grievances. It did, however, provide two examples of academic-related complaints that demonstrated that the institution followed its procedures.

Although the institution stated that it has not had any non-academic complaints, it did identify academic related complaints in the narrative. However, the Committee could not find evidence that the institution maintains a record of student complaints (i.e. academic complaints) that can be accessed upon request by SACSCOC.

College Response

A log of academic complaints is housed in the Vice President of Instruction's office ([Academic Complaint Log](#)). Complaint logs may be accessed upon request by SACSCOC.

12.4 Documentation

- [Academic Complaint Log](#)

Section 14: Transparency and Institutional Representation

14.2- The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy.

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution provided language for a Substantive Change Process it stated is contained within the Board Policy Book; however, the language in the *Board of Trustees Policy Book 2019-2020* is considerably different than what the institution reported in its narrative for section 14.2. The *Board of Trustees Policy Book 2019-2020* (p. 8) states:

The College will follow the Substantive Change requirements as set forth by the Southern Association of Colleges and Schools Commission on Colleges, SACSCOC. Substantive Change is defined as a significant modification or expansion of the nature and scope of an accredited institution. It is the responsibility of the President to ensure that Northeast Mississippi Community College follows the substantive change procedures of the Commission on Colleges and informs the Commission of such changes.

The Committee was unable to determine the content of the colleges substantive change policy and where it is published.

College Response

Northeast Mississippi Community College’s Substantive Change Process is published both in the Board Policy book and in the Procedures Manual, and it outlines any change that SACSCOC would deem substantive (*Board Policy Book 2019-2020, 8; Northeast Mississippi Community College Procedures Manual 2019-2020, 9-10*). In an effort to stay abreast of changes across campus, “Northeast requires the SACSCOC Liaison to attend all Instruction Council Meetings, Curriculum Committee Meetings, and Curriculum Review Meetings” The Board Policy on Substantive Change is as follows:

Substantive Change

The College will follow the Substantive Change requirements as set forth by the Southern Association of Colleges and Schools Commission on Colleges, SACSCOC. Substantive Change is defined as a significant modification or expansion of the nature and scope of an accredited institution. It is the responsibility of the President to ensure that Northeast Mississippi Community College follows the substantive change procedures of the Commission on Colleges and informs the Commission of such changes (*Board Policy Book 2019-2020, 8*).

14.2 Documentation

- *Board Policy Book 2019-2020, 8*
- *Northeast Mississippi Community College Procedures Manual 2019-2020, 9-10*

14.4- The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy “Accrediting Decisions of Other Agencies.”)

Judgment

Compliant Non-Compliant Not Applicable

Off-site Team Comments

The institution provided a table of seven accrediting agencies with which it holds programmatic accreditation; however, it did not discuss or provide evidence of how it represents itself to these accrediting agencies.

College Response

Northeast (a) represents itself accurately to all USDOE recognized accrediting agencies with which it holds accreditation by providing the last reaffirmation letter from SACSCOC showing Northeast maintains its accreditation in good standing with the Commission on Colleges. Prior to the Medical Assisting Technology and Radiologic Technology reaffirmation visits, both programs completed self-studies for their appropriate accrediting agencies to review. These programs' self-studies included statements attesting to the institution's current accreditation status along with the SACSCOC letter showing the college's accreditation status. (b) Northeast has not previously had any adverse changes in accreditation status, including the imposition of public sanctions. ([Medical Assisting Technology Self Study](#); [Medical Assisting Technology Reaffirmation Letter](#); [Radiologic Technology Self Study](#); [Radiologic Technology Reaffirmation Letter](#); [SACSCOC Letter-NEMCC](#))

14.4 Documentation

- [Medical Assisting Technology Self Study](#)
- [Medical Assisting Technology Reaffirmation Letter](#)
- [Radiologic Technology Self Study](#)
- [Radiologic Technology Reaffirmation Letter](#)
- [SACSCOC Letter- NEMCC](#)