

**President's Annual Accomplishments Report
Schoolcraft College
2008-2009**

“You never change something by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”

~ *Buckminster Fuller*

Context

In the President's 2007-2008 Accomplishments Report, it was noted Schoolcraft College would be impacted by four critical business issues. They were 1) Changing Demographics, 2) Core Product and Quality as Value-Added Differentiator, 3) Economic Development and 4) Financial Stewardship.

During the year that followed, each of these anticipated challenges was amplified by unimagined megatrends and discontinuities that produced fundamental shifts in all sectors touching the College; social, technological, environmental, economic and political. Singularly or collectively, these fundamental shifts have the potential to disrupt and alter the educational landscape for years to come.

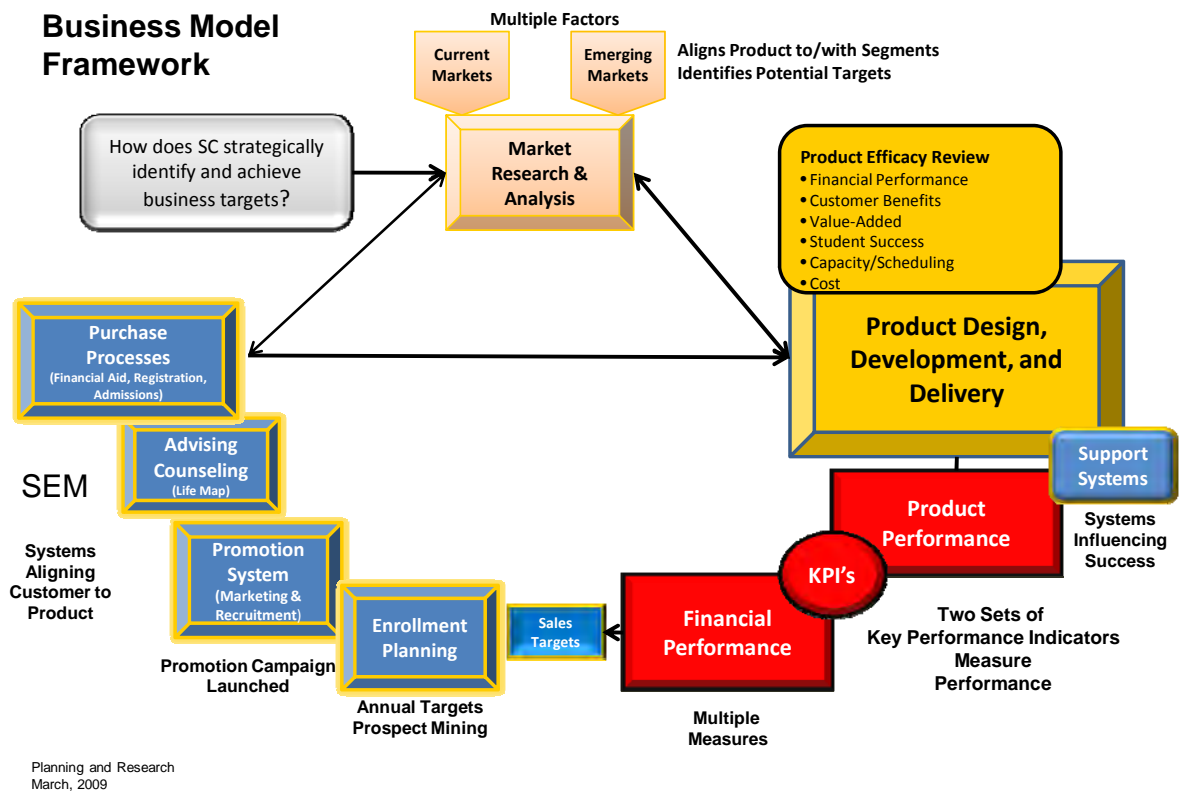
We introduced our “Blueprint for Change” during the 2007-2008 fiscal year. The Blueprint is a layered strategy to ensure Schoolcraft successfully navigates fundamental shifts by emphasizing the interplay of the long view and the current reality. Four underlying principles are still key to this approach. They are:

1. Influence the impact of external forces.
2. Engage the organization in the identification and synthesis of emerging business conditions, themes and issues.
3. Align organizational functions to strategic projects instead of reporting hierarchies.
4. Increase quality and produce conditions that promote agility and efficiency through data-driven decision making.

Three Breakthrough Initiatives – Performance Architecture, Core Product Design and Development, and Strategic Enrollment Management – were introduced in last year's Accomplishments Report. Each initiative was designed to address critical business issues like quality of instruction, external pressure from stakeholders, changes in demographics and the need for new revenue streams. These three initiatives were perfectly aligned with our HLC reaccreditation process.

Business Model Framework

In 2008-2009, the Breakthrough Projects formed a new business model. This model articulates the relationship between elements of the three major projects, long-term objectives, institution-wide projects, and key operational processes and functions supporting the model.



It is critical to remember, leadership has never lost sight of its primary focus which is to establish systems that enable the execution of the new business model **while** continuing to manage complex operations, stay fiscally sound, and deliver excellent instruction and customer service to over 34,000 students, 1,150 businesses and countless community members who seek Schoolcraft as an essential partner in their educational journey.

Purpose

The following encapsulates the results of our collective effort; Schoolcraft's Board, its President, Cabinet, Faculty, and Staff. The purpose of this report is to:

1. Demonstrate how the President's leadership shaped and communicated the College's strategic direction to achieve its mission and sustainability.
2. Demonstrate and document strategic continuity from year to year.
3. Provide a roadmap for organizational development, evolution and change.
4. Demonstrate how the College's portfolio of assets – product, student, employee, stakeholder, physical and financial assets – were deployed to anticipate and manage change.
5. Provide information that ensures the College's Board of Trustees is able to fulfill their responsibility for the fiduciary accountability of the enterprise.

Keys to the Report

1. The report is organized in nine sections; each is color coded. The first eight align to AQIP (Academic Quality Improvement Program) categories. The ninth section closes out the Biomedical Technology Center (BTC) launch.
2. Sections 1-8 contain a set of challenges. Underneath each set of challenges is the long-term strategic objective and annual objectives designed to meet challenges and shape opportunities.
3. Each section ends with objectives for the following year.

Color Code:

Section 1: Core Product Design and Development

Section 2: Strategic Enrollment Management

Section 3: Performance Architecture

Section 4: Economic Development

Section 5: Public Policy

Section 6: Operational Support

Section 7: Financial Strategies

Section 8: Talent Base Strategies

Section 9: Biomedical Technology Center

Section One – Core Product Design and Development

Challenge #1: Core Product quality, viability and productivity

The role and function of higher education as a critical part of the engine driving economic recovery and economic growth in a global economy is at the forefront of national, state and local strategy. The notion of productivity (people who receive some kind viable credential) combined with quality (the ability to assess skills and competencies acquired) has taken on more urgency. Major shifts in the content of our product, the methods used to deliver that product and the ability to measure its effectiveness will be the differentiators between higher education institutions that add value and those that don't. Expectations and behaviors of students, who are often underprepared, mobile, wired and who possess consumer attributes, profoundly impact the educational environment. Combined with a shrinking customer pool and increased competition, systems to develop innovative and relevant instructional products quickly and efficiently present a major challenge to the enterprise.

Core Product Strategy

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective
1. Establish a comprehensive Core Product Design and Development System that produces relevant, competitive programs, courses and delivery systems to achieve student goals.	1a. Establish the structure, operational systems, technical tools and staffing necessary to implement and support a performance-based learning system at all levels (course, program and institutional).	1b. Develop a comprehensive assessment system that measures outcomes at the course, program and institutional level.	1c. Develop, deliver and assess WIDS design and software training for at least 40 full-time faculty and at least 25 part-time faculty.	1d. Implement the new program design, development and review system.

Objective 1a: Core Product

Performance-based learning system

Results

- In collaboration with faculty, staff, administrators and the software vendor, a customized version of the common syllabus was built and integrated into the Worldwide Instructional Design System (WIDS) software application. The customized version with its Schoolcraft-specific pop-up instruction windows allows faculty to work through the syllabus revision process with minimal additional support. Systems were established to assure accuracy in updates made to the web, schedule, catalog and other publications.
- A technical solution was implemented to convert the 715 common syllabus Word documents into WIDS format documents. We extracted and cleaned data from the syllabus database to be used to populate WIDS course files. These were available for faculty download and use beginning Winter 2009 semester.

Objective 1a: Core Product

Performance-based learning system *results* continued

- Because we worked across the Instruction and Student Services divisions in the establishment of the criteria for the Exit Learning Outcome Matrices, they can be used for multiple applications such as curriculum development and revision, assessment data capture, degree audit, communication with transfer institutions, and student information.
- A total of 715 common syllabi needed to be converted to the performance-based learning model via the conversion of objectives to competencies, identification of targeted core ability and integration of assessment requirements. Nearly 65 percent of the common syllabi will be converted and approved by the May 2009 Curriculum Committee meeting. The remaining common syllabi will be completed in the 2009-2010 year.
- Continuing Education and Professional Development (CEPD) stakeholders, characteristics of CEPD students, characteristics of CEPD teachers and CEPD key growth areas were identified. Because the development of CEPD product is decentralized across multiple departments it was essential to have key stakeholders involved in the discussion. Participants included CEPD administration and staff, Campus Security Police administration, faculty and staff, Nursing administration, Curriculum and Assessment administration and staff, Developmental Education administration and staff, and Business Development administration and staff.
- A set of CEPD syllabus requirements and established next steps in the application of the performance-based learning model and WIDS software in the development of noncredit courses have been drafted. A prioritized list of noncredit curriculum projects has been identified and targeted for development using the performance-based learning model in the next academic year.
- We completed the *2008-2009 Curriculum Committee Handbook* to include the new Performance-Based Learning initiative and distributed it to Curriculum Committee members, academic administrators, schedule builders and selected Enrollment Services personnel prior to the September 2008 Curriculum Committee meeting. We updated the Course Submission form and process mid-year based on feedback from faculty and academic administrators.
- We completed revision of the common syllabi for the HDS courses and COLLS courses to meet the performance-based learning model. The revision of the common syllabus to meet the performance-based learning model for HDS 110 has been completed. All COLLS courses, with the exception of 110 and 055 were rewritten and are in compliance with the College's performance-based learning model (COLLS 110 is being enhanced and COLLS 055 has been deactivated.).
- The College and Beyond course, CAB 101 Student Success, has been developed and approved by the Curriculum Committee, and is in the Schedule of Classes for Fall 2009.

Objective 1a: Core Product

Performance-based learning system *results* continued

- Ready to Teach (RTT) literacy modules were developed in collaboration with Distance Learning and are now available online. Seven courses are currently piloting the modules. The modules will be infused into the CAB 101 course curriculum.
- The WIDS software is a vital component of the new curriculum development procedures instituted by the offices of Instruction and Curriculum and Assessment. This software is updated periodically to reflect new functionality requested by end users (sometimes Schoolcraft) and to resolve technical issues.
- WIDS has been installed in the computer labs and staff/faculty computers on campus, as well as on the home computers of participating faculty and staff employees. Information Services (IS) and OCA identified critical issues created by rolling out updates without testing them first. We worked together to develop a detailed roll-out procedure that addresses testing requirements for the two types of installers (home and campus), coordinated the implementation of upgrades across all three computer types (lab, faculty and staff, and home), and specifies notification and publishing procedures to ensure that staff and faculty are made aware of updates and have access to Schoolcraft-specific installers for home use over the Internet and on CD.
- Information Services extracted information from the existing database to import into the WIDS system. This process allowed us to populate much of our course file information which initiated the project and saved extensive data entry time.
- Computer Virtualization is a technique allowing the sharing of the underlying physical machine resources between different virtual machines, each running its own operating system. One physical computer can individually or concurrently run one or multiple virtual computers. Using Microsoft Virtual PC, a computer was set up for the offices of Instruction and Curriculum & Assessment to test the different configurations of WIDS software.
- The physical computer was configured identically to a Schoolcraft College full-time instructor workstation with all the current software. Operations of the computer have the same “look and feel” as if an instructor was using their workstation in their office bay, allowing full access to live faculty network resources including printing.
- In addition to the normal college loaded software, configuration of this computer included Microsoft Virtual PC 2007. This software was installed and configured to create two different virtual machines, one being a standalone personal computer, and the other being a college lab/podium configuration. These virtual machines allow for testing WIDS in live, training, upgrade and standalone environments all on one physical desktop computer.

Objective 1a: Core Product

Performance-based learning system *results* continued

- Web 2.0 and 3.0 mash-ups and possible uses of Facebook, MySpace, iTunes U and YouTube to increase the accessibility were investigated to increase our outreach to students and community members and provide some 24/7 services without making a large investment in additional infrastructure and human resources. Information Services is working with Student Services and Instruction to find which services would be beneficial. Environmental scans of other educational institutions' utilization of this technology have been completed. A needs analysis of instructors has also been completed. This research has resulted in a Facebook presence which is being managed by Marketing, limited testing with Distance Learning of podcasting and research into iTunes U as a way of making faculty professional development materials and coursework available over the Internet 24/7, the installation of Captivate on Distance Learning and faculty resource computers across campus to enable faculty members to easily create streaming/podcasting materials for visual learners, and research into Google Earth as an instructional tool in disciplines ranging from Geography to Culinary Arts.
- An account was established at YouTube, where informational or instructional videos can be hosted. This service was used in instructing students on the new web priority registration process, which was first used during the Winter 2009 term.

Objective 1b: Core Product

Comprehensive assessment system

Results

- The course level assessment strategies, using standards and criteria for performance-based learning competencies and assessment strategies, have been built into the common syllabi. Faculty are in the process of identifying and establishing Performance Standards (criteria and conditions) in each course that align with competencies. Guidelines assure course level assessments are aligned with course competencies.
- The Exit Learning Program Outcome Matrices described previously provide the framework for the implementation of outcomes assessment at the program and institutional level. Faculty have identified artifacts and rubrics to be used for program and institutional level assessment.
- Two pilot assessment projects have been selected. Artifacts are being collected in Accounting and English. Each of these artifacts will be used in the assessment of a program outcome and a core ability (institutional outcome). The Office of Institutional Research (IR) assisted in the development of processes for the management of artifact collection. An assessment committee, lead by key faculty members, will be established before the end of April 2009. This team will lead the development of an overall three to five year assessment plan during the next academic year. Lessons learned from the pilot projects will be used to modify the logistics and processes prior to full implementation.

Objective 1b: Core Product

Comprehensive assessment system *results* continued

- Foundational system and implementation of the performance-based learning model have been completed this year. This work was essential and had to be completed prior to the development of the overall assessment plan.
- Review guidelines and notification loops were developed and implemented to assure that as courses are updated with core abilities, competencies and linked assessments, the updates are implemented across all modalities. All new online course development utilizes a course matrix process to map out and assure alignment of competencies, learning activities and assessments based on performance-based learning strategies.
- A project plan was developed and implemented for 2008-2009. The Associate Dean of Learning Support Services researched and developed the system throughout the current year. Significant progress has been made; in fact, a key discovery was that this initiative has incredible promise for assessing how well the division is meeting its purpose (“...an integrated *learning* and *service* experience...”). In addition, this system can potentially play a critical role in reinforcing student learning in many of the core abilities adopted by the institution. As of Spring 2009, Student Learning Outcomes have been created for each department in Student Services, and Phase I of implementation has begun. Due to the tremendous potential for positive impact on student learning, this initiative has been identified as one of the key 2009-2010 objectives. The first round of data will be collected during the Fall 2009 semester.

Objective 1c: Core Product

WIDS design and software training for at least 40 full-time faculty and at least 25 part-time faculty

Results

- Exceeded expectations for training delivery by training 70 full-time faculty and 25 part-time faculty in using WIDS Software to develop their department’s common syllabi.
- Using the performance-based learning model, WIDS Training modules were developed with expected outcomes/competencies and related assessment strategies. Related training materials were developed. Training was built in modular format to allow for flexibility and multiple packaging options to facilitate the delivery in just-in-time format to multiple groups of faculty based on their individual needs.
- One key strategy to assure that faculty received appropriate WIDS training and were able to reinforce learning was WIDS software availability/access. Information Services was able to load the software on full-time faculty desktops and in all part-time faculty offices before the start of the Fall 2008 semester. Faculty can also request a copy of the software to load on their home work station and a number of them have taken advantage of this option. Other support strategies to encourage faculty to attend critical training included recruiting substitutes and providing meals for extended hour and after-hour training sessions.

Objective 1d: Core Product

Implement the new program design, development and review system

Results

- A modified version of a research-based New Program Innovation Model (seven phases = Idea Storage, Idea Screening, Idea Shaping, Incubation, Prototype Implementation, Launch, Maturation) has been adopted. The first phase, Idea Storage, has been integrated into the current *Curriculum Committee Handbook* providing a vehicle to communicate new processes to faculty at division meetings and through individual meetings with department representatives/chairs. Several new program ideas using the Curriculum Committee guidelines include:
 - Biomedical Technology
 - Green Technology
 - Forensics/Reconstruction area (CGT, Anthropology, CJ, Science and CEPD)
 - Virtual Modeling (CGT, Engineering, CAD and CEPD)
 - Broadcast Communications
- Before the start of the next academic year, we will cycle through the Idea Screening and Idea Shaping phases of the model. The next academic year will be focused on the Incubation (curriculum development) phase of the cycle with implementation planned of at least one new program no later than Fall 2010. The adoption of the performance-based learning model and the related processes that have been put into place provide a important foundation for this work. For example, the new programs will start development with an Exit Learning Outcome Matrix, rather than having to create that after the fact as we have for existing programs. The final stages, Prototype Implementation, Launch and Maturation will occur in future academic year cycles.
- Preliminary work was completed to align available data/information to phases of the model. The Office of Institutional Research provided a training opportunity for key staff to learn to utilize the EMSI software. Information available through this tool will help escalate the Idea Screening and Shaping and decision processes much faster than the former Needs Assessment process.
- As the work on a new program model continues, the Distance Learning office works toward increasing the current number of online and/or blended programs available to students by bringing online courses that are offered in numerous programs such as HUM 106. Current programs available to students fully online are:
 - Business-Basic Certificate
 - Business-Basic Associate Degree
 - Small Business Certificate
 - Small Business Associate Degree

Current programs available to students by blending modalities are:

- Computer Information Systems Certificate
- Office Specialist Skills Certificate
- Office Specialist Certificate
- Office Administration Associate Degree

Objective 1d: Core Product

Implement the new program design, development and review system *results* continued.

- The Nursing Career Ladder Curriculum (NCLC) was reviewed by the Curriculum Committee in April 2008, received institutional approval and received full approval as submitted, without revision by the Michigan Board of Nursing on September 4, 2008. Public dissemination of the fully developed NCLC was completed in October by letters, email and two student information sessions (October 17 and 27, 2009) held at the VisTaTech Center. All students classified as nursing and pre-nursing were notified of changes to prerequisites, supportive courses and nursing courses. Both, in written communication and during open student sessions, value of courses required for BSN were reinforced. The advantages of student flexibility with the NCLC and potential of alignment toward the BSN degree were stressed.
- A strategy was developed to have the Counseling Center and the Career and Transfer Center participate in the following program development phases: a) Screening, b) Pilot Incubation, c) Pilot Prototype Implementation, d) Pilot Launch and e) Pilot Maturation.
- Discussions with Northville Township about the possible purchase of property for a Public Safety Facility began in July 2007 and negotiations for the purchase of land began in Spring 2008 and concluded in January 2009. The total cost of the project had grown from \$20 million to \$30 million. During this period, the national and state economy continued to free-fall. It was recommended to the Board of Trustees that the College withdraw our verbal offer to purchase the Northville Township property. Alternate projects and sites are being explored and considered.

2009-2012 Objectives to meet Core Product Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective
1. Establish a comprehensive Core Product Design and Development System that produces relevant, competitive programs, courses and delivery systems to achieve student goals.	1a. Implement the performance-based learning system at all levels (course, program and institutional).	1b. Develop a comprehensive assessment system that measures outcomes at the course, program and institutional level.	1c. Establish goals, criteria, standards and processes for a revised approach that better leverages the College's resources to meet the developmental educational needs of our learners.	1d. Implement the program design, development and review system.

Section Two – Strategic Enrollment Management

Challenge #2: Shift in Demographics

Enrollment continues to increase. From Fall 2007 to Fall 2008, credit hours increased ten percent; from Winter 2008 to Winter 2009, the increase was five percent. Enrollment trends over a five-year period show the greatest enrollment growth has been from recent high school graduates. These students tend to enroll full-time and persist at higher rates than returning adult students. Schoolcraft's market share in this segment has increased as the economy has declined.

When examined in the context of the state and local economy, high enrollment numbers for this demographic are a mixed blessing. Nationwide, the number of high school graduates peaked last year at 3.34 million. Recent SEMCOG forecasts show a 20 percent drop in school age population in Plymouth-Canton, Livonia, Garden City and Redford Union and a 10-19 percent loss in Wayne-Westland, Northville and Van Buren. The only area in Wayne County projected to grow this population is Dearborn.

Stimulus money for community colleges targets workers-in-transition. Adults who are 50 years of age and older are expected to stay in the workforce longer. The Chronicle of Higher Education cites the Bureau of Labor Statistics projects a 36.5 percent increase of people ages 55-64 in the workforce between 2006-2016. Of community colleges offering enrichment programs for older adults, only 58 percent had workforce training or career development for that population.

Anticipated shifts in stable markets, tax base demographics, and higher education products and services may result in reduced revenue and other resources. This requires a strategic response to enrollment planning, promotion and sales aimed at an optimal market penetration across multiple markets.

SEM Strategy

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective
2. Establish a comprehensive Strategic Enrollment Management (SEM) system to prepare the College for a major shift in customer demographics and product.	2a. Design market analysis system including: 1) identification of emerging markets and student populations the College wishes to grow and 2) establishment of feedback loops to inform curriculum design.	2b. Complete the design phase of LifeMap project plan.	2c. Implement e-advising functionality as part of LifeMap project, including staff training and communications/training for students.	2d. Align retention and student success initiatives with Life Map.

Objective 2a: SEM

Design market analysis system

Results

- A market analysis system project plan was developed in November 2008. It became apparent shortly thereafter that development of the market analysis system is a function of, and would be more appropriately placed in, the Office of Institutional Research. The IR department has secured a market research and analyst specialist. Alignment to SEM is contained in the Business model.
- With assistance from the Clarus Corporation, data from Colleague was used to create profiles of the current student population by age, gender, zip code of residence, school district of origin, location/modality of courses taken (Livonia-Garden City, online-OE/OE), part-time/full-time status and credit hour production, among other variables. Institutional Research ensured that the data collected could be replicated by Schoolcraft and could be incorporated in the emerging Business Intelligence system.
- First target for profiling was the direct-from-high-school market segment. Using historic yield rates from individual high schools and high school enrollment projections, a school-by-school yield profile was established for the 2009-2010 academic year.
- Student Services collaborated with IR to establish a full range of variables that could be captured for use in data sets. Some of these data sets are captured in the Clarus report and incorporated into the current student profiles created based on that report.
- Through the Clarus project, baseline data on applicant conversion rates was established. Current communication processes for prospects and applicants was reviewed and new strategies have been identified, including earlier and more frequent communication with the high school market and more frequent communication with prospects who have not converted to applicants and applicants who have not converted to students. Two related tactics are now underway – a mailing to an applied-but-not-enrolled list (in conjunction with Guest Student campaign) and a new mail piece being targeted toward prospects who have not applied.
- The system for setting enrollment targets is still in development. However, the Student Services division is now playing a more active role in developing the methodology to meet overall enrollment targets, and determining semester and term credit hour goals in collaboration with Instruction rather than having goals driven only by financial considerations. One result of this shift in focus was the Guest Student campaign mentioned above.
- CEPD Market Analysis Opportunities by Explore analyzed credit areas that may be better served as noncredit to feed into credit, like developmental math, which helps produce an integrated relational model of the credit/noncredit instructional product.
- CEPD programs that lend themselves to certification programs that translate into credit equivalencies (i.e., CPS Exam) were identified.

Objective 2a: SEM

Design market analysis system *results* continued

- Market analysis strategies with CEPD Department and Dean of Instruction, utilizing professional development courses as medium for piloting new programs and training faculty were explored.
- Standardized CEPD syllabi, which will be used to align competencies with credit courses as well as develop consistent forms of data, have been created.
- The Dean of Instruction, Associate Dean of CEPD and WIDS Consultant developed the CEPD Workshop delivered on February 18, 2009.
- An alliance was formed with the Liberal Arts Department to align both credit and non-credit programs in the Music Department to ensure that the classes would run in an effort to build the market.
- Program areas have been identified to put through the WIDS process that will establish possibilities in aligning and integrating new and existing products for noncredit into credit courses.
- The Business, Accounting and Business Development Center (BDC) staff have been meeting for the past three months and have identified an 18-credit, multidisciplinary certification that could be offered on a Friday/Saturday cycle. This certificate could enhance any career curriculum or support an individual entrepreneur by offering the basics in operating a small business. Although the certificate does not align directly under either curriculum, it opens opportunities for further certificate/degree attainment. This is the first product to come out of this critical alignment and is specifically driven by using market analysis tools available via BDC, Small Business and Technology Development Center (SBTDC) and the Procurement Technical Assistant Center (PTAC). It also springs from the expertise and experience of our full-time faculty.
- In support of the Enrollment Services Office, much work was done to provide a smoother web registration experience for our students, by implementing assigned registration dates/times for students based on the number of earned credits and last enrolled semester. The College's website was updated to inform students of their scheduled earliest registration time and to allow students to only register on or after that time. By moving to this process, students that are closer to graduation get priority on class selection. This process change also resulted in improved performance of our web registration and a better customer experience.
- In order to streamline the paths of communication for our students and provide calling data to help make management decisions, the College is currently expanding our Contact Call Center to the Counseling Department. Meetings have taken place with Counseling to review their processes and map out their needs. The necessary telephones and software licensing were acquired; negotiations with AT&T/Chrysalis to create the scripting and configuration are in process, with an expected implementation in the April/May 2009 timeframe.

Objective 2a: SEM

Design market analysis system *results* continued

- Schoolcraft College has adopted two new procedures related to student academic history. The NS (No Show) grade was adopted to more accurately represent a student's actual participation and performance in Schoolcraft coursework. Academic Forgiveness is a new procedure that allows a student to petition for a portion of their academic history to be factored out of their GPA giving them a "fresh start." Colleague programs and reports were re-evaluated and modified as needed to reflect the purpose of these new procedures.
- Year Three of the Alumni & Friends Outreach Plans was successfully implemented in support of the Schoolcraft College Foundation and SEM Objective.
- The model to develop a perpetual relationship with our Schoolcraft College graduates is being finalized via the work of focus groups, consultants and the Schoolcraft College Development Team.

Objective 2b: SEM

Complete the design phase of LifeMap project plan

Results

- Analysis of current processes and systems for the Admissions and Enrollment Center (AEC), Counseling Center and Learning Support Services (LSS) has been completed.
 - Process maps for three areas: AEC, Counseling Center and LSS have been gathered and reviewed.
 - Targets for improvement: Procedure information, department call centers and a proposed student email system have been identified for further development. Many of these improvement targets will be incorporated into the 2009-2010 project planning.
 - The new freshman focus course, College and Beyond, has been approved and will be integrated into LifeMap.
- The development of the foundation structure of the "My Jobs Prospects" module of LifeMap has been completed. A PowerPoint presentation to display what that module may look like has been prepared.
- A Colors Persona Inventory study was conducted. An online faculty form, as well as an online student form, was developed and administered. Based on feedback, further investigation is required. The appropriate use and applicability of the personal inventory is still under discussion.
- An analysis of all Learning Support Services' touch points has been completed.
- A Faculty Facilitator is to begin developing linked modules to provide learning assistance for incoming and returning students, which can be accessed through LifeMap, has been assigned, and efforts to coordinate work with Counseling has begun.

Objective 2b: SEMComplete the design phase of LifeMap project plan *results* continued

- Process summaries have been submitted. Potential improvement targets have been discussed and some will be incorporated into next year's objectives to ensure enrollment targets are met.
- Financial Aid students have the capability to view verification request definitions on WebAdvisor. Students will learn to review and track progress of verification status to determine if all required documentation is submitted. The test phase of the project plan is in progress and is expected to go live in early April.
- An analysis of total sections offered and total sections run, along with sections canceled, has provided a strategy resulting in a significant drop in percent of classes canceled. Classes with low enrollment have been reviewed to see if a different day or time or modality would be more productive based on students' needs often with respect to their work schedule. Collaborative scheduling efforts between Associate/Assistant Deans and alternative modalities (online & OE/OE), along with dedicated weekly enrollment monitoring during registration and just-in-time scheduling resulting from this monitoring, has provided the College with 92.3 percent seats filled for Fall 2008 and 91.6 percent for Winter 2009.
- The number of sections offered not only at Schoolcraft but at community colleges in Wayne and Washtenaw counties in Nursing pre-requisites in traditional, hybrid, OE/OE and online modalities has been analyzed resulting in a significant increase in those offerings, as shown in the table below.

Course	2007-2008 Sections Offered	2008-2009 Sections Offered
Anatomy and Physiology	42	58
Basic/Intro Biology	55	71
Nutrition	14	23
Microbiology	11	18

- Strategies have been identified to maximize the number of classes offered where demand had historically outstripped the ability to supply (Anatomy and Physiology, Biology, Nutrition and Microbiology). The opening of the new Biomedical Technology Center (BTC) allowed for expansion of offerings in these areas.
- Criteria were established to review CEPD courses and program areas to evaluate and possibly eliminate those that have run their marketing cycle as well as being better served by another market. By applying those determinations, classroom space was freed up and canceled classes were reduced. By using these criteria, we have reduced canceled classes from 21 percent in 2007-2008 to 13 percent so far in 2008-2009 and expect to remain in that percentile.
- From July 1 through January 30, the Counseling Center experienced 21,083 face-to-face student contacts from walk-in and appointment traffic. The Admissions and Enrollment Center had more than 94,000 contacts with students, including applications, phone calls, walk-in traffic, transfer credit evaluation and email inquiries.

Objective 2b: SEM

Complete the design phase of LifeMap project plan *results* continued

- Financial aid was awarded to 9,295 students.

Objective 2c: SEM

Implement e-advising functionality as part of LifeMap project, including staff training and communications/training for students

Results

- A project plan has been developed as a collaborative effort between Counseling, Admissions and Enrollment Center and Information Services. E-advising was ordered and installed, and technical testing has begun. Because it is critical that the tool works consistently before a student launch, additional parameter testing is needed. The E-advising module is undergoing testing for tracking and reporting capability.
- Colleague's E-advising software has been purchased, installed and configured in a test environment. Information Services is providing a support role to address technical issues while the software is being tested by Counseling and AEC.

Objective 2d: SEM

Align retention and student success initiatives with LifeMap

Results

- Baseline data has been established for measuring the impact that student organizations have on improving student performance. The overall grade point average for students in student organizations was 3.303 (3.269 excluding Phi Theta Kappa) for 2007-2008. By comparison, the overall grade point average of Schoolcraft College students the same year was 2.82. The difference of 0.483 is statistically significant.
- Ten events sponsored by Student Activities showed participation rates increases above five percent.
- Coaches are communicating via email with high school coaches at Tier I and Tier II institutions.
- The Women's Resource Center was successfully converted into the Transitions Center, including refocusing the advisory board and 43 peer counselor volunteers. In addition, the website for the Transitions Center has been redesigned. Most processes have been moved to an online environment.
- Student Services partnered with Livonia and Northville school districts to offer a high school career fair. High school students explored 36 different careers and met professionals working in those fields.

Objective 2d: SEM

Align retention and student success initiatives with LifeMap *results* continued

- The Career and Transfer Center web page was redesigned, providing direct access to transfer guides, articulation agreements, equivalency tables and transfer visits. Student Recruitment's web pages have also been redesigned.
- Student Activities was involved in 45 community service-learning events, hosted alcohol awareness programming for students and offered diversity training for 1,588 students via traveling exhibits. In addition, the student newspaper, *Schoolcraft Connection*, received 25 awards.
- The University Bound program served 1,012 students through 35 seminars.
- Tutoring contact increased four percent from Fall 2007 to Fall 2008; Peer Assisted Learning (PAL) contacts increased 106 percent in the same timeframe.
- The current hosted email offerings have been identified and continue to be evaluated in respect to the College's needs and resources. Both Microsoft and Google have offsite hosted email solutions that could be branded by Schoolcraft for our student use. Each of the products' methods for administering, supporting and sustaining student email accounts is being investigated and weighed against Schoolcraft's long-term interests. Evolving federal regulations are also being closely monitored by Information Services in regard to what would be allowed as an acceptable email user identity name. The end result, once implemented, will provide Schoolcraft with a consistent communication path to its student body, reducing the subsequent problems associated with students not updating email addresses through WebAdvisor.

2009-2012 Objectives to meet Strategic Enrollment Management Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective
2. Establish a comprehensive Strategic Enrollment Management (SEM) system to prepare the College for a major shift in customer demographics and product.	2a. Identify requirements, specifications and strategies to acquire a prospect management CRM system, including technical and staff requirements, cost and ROI.	2b. Design a system and process to build and implement an annual Strategic Enrollment Management plan that includes strategies and tactics to achieve enrollment targets.	2c. Develop methodology for a comprehensive analysis and assessment of student support system programs that establishes goals and measures outcomes.	2d. Analyze value-added of admission and enrollment systems in relationship to current and emerging student needs, establish standards and identify improvement strategies.

Section Three – Performance Architecture

Challenge #3: Knowledge Management

In the next decade, the viability of an organization will be determined by its ability to generate and distribute information and knowledge to the right people at the right time. External pressures, market shifts and resource reduction trends make it imperative to build a system of organization-wide standards, processes and tools designed to collect, analyze, interpret, distribute, and apply quantitative and qualitative data to build knowledge, inform decision making and drive change.

Performance Architecture Strategy

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective
3. Establish a quality and standards-based Performance Architecture System that produces a High Performance Enterprise.	3a. Identify requirements, specifications and strategies to institute a comprehensive knowledge management system including technical systems and tools, organizational structures, staffing requirements, cost and ROI associated with system development.	3b. Establish a matrixed, CQI planning system that includes measurable performance targets for Instruction and Student Services, the ability to monitor and analyze performance and quality feedback structures.	3c. Develop, deliver and assess CQI training to 25% of college employees during 2008-2009 fiscal year.

Objective 3a: Performance Architecture

Identify requirements, specifications and strategies to institute a comprehensive knowledge management system

Results

- A multi-year, multi-phased project to design and implement an enterprise-wide business intelligence system was produced. All pre-project planning for the Data Warehouse/Business Intelligence (DW/BI) system, including learning a systematic methodology for production and defining the scope of Phase 1, was successfully prepared prior to project launch.
- A total of 37 employees from the Student Services, Instruction, Information Services and Human Resources divisions, who input, extract, and/or distribute data, supplied the business requirements for the DW/BI. The interviews were recorded and transcribed to allow Institutional Research to conduct a content analysis of employees' conversations. This analysis will be completed in June 2009. The content analysis results will help prioritize data for inclusion with the DW/BI and aid in the development of the Bus Matrix.
- A list of reports either received from IS or prepared by each employee, hard copies of each report, as well as a form for identifying cross-divisional data and performance metrics was collected from all 37 employees.

Objective 3a: Performance Architecture

Identify requirements, specifications and strategies to institute a comprehensive knowledge management system **results** continued

- A tri-fold analysis methodology was developed to analyze the reports supplied by the interviewed employees which includes conducting within-group and between-group analysis of the reports to determine which data are common within divisions, which data are unique within divisions and, somewhat more importantly, which data are common across divisions. This analysis informs the repurpose of some of the business requirement reports so standard reports can be developed. Reports will be validated through a cross-walk of the list of reports, with said list supplied by IS, ensuring inclusion of all business requirements for the DW/BI. The list of reports will be analyzed as part of the records retention project and completed by June 2009.
- Data elements that have been identified as being in error by the DataOrchestrator transformation process are being used as a starting point in data cleansing. Much of these data will be used in the ETL (Extract, Transform & Load) phase of the DW/BI project.
- Identifying the business process and dimensions, documenting the overall requirements, preparing the definitions document and delivering Phase 1 (Bus Matrix) has not begun yet and will be rolled into the 2009-2010 project plan.
- Strategies to conduct business process analysis have been defined and two potential contracted employees have been vetted to complete this work which will identify key business factors, key data and key process factors for Instruction and Student Services.
- All reports identified by the individuals who participated in the DW/BI interviews have been compiled by Institutional Research. Information Services has developed a process to track and report on all Colleague reports currently being produced either as part of normal operating procedures or initiated by Colleague Users. The information gathered from these efforts will be combined to assess the College's reporting needs. In addition to this, Information Services is documenting the processes and identifying the data elements currently used in Colleague reporting.
- Data elements that have been identified as being in error by the DataOrchestrator transformation process are being used as a starting point in data cleansing. This decision was made to expedite the implementation of DataOrchestrator. Those errors have been analyzed for scope, source and possible corrective measures. The departments responsible for maintaining the data will be contacted for input into correcting data elements as needed. As a result of this input, the current errors will be corrected and processes to monitor data and correct future errors will be identified and documented.
- After researching options for data reporting, Datatel's Colleague ODS (Operational Data Store) software was purchased to allow end users access to data for reporting and analysis. This software copies Colleague data into an easily accessible database for use by any reporting or analysis tool that the College chooses. Users will be able to define custom reports, perform data analysis and query information without impacting the live system.

Objective 3a: Performance Architecture

Identify requirements, specifications and strategies to institute a comprehensive knowledge management system **results** continued

- The ODS software has been installed and configured. Information Services has performed data transfers and evaluated the results to identify potential transfer problems. Corrective measures are being identified to address data sizing incompatibilities and to maintain the data in a usable format. Crystal Reports will be used as an ODS reporting tool. This software has been loaded and key users will be identified for future training.
- The ODS comes with some predefined data marts that will eventually be customized for Schoolcraft's reporting requirements. Additional data marts will be created as needed.
- Structural design to manage data and information has been in negotiation. New functions will include Data Stewards, Data Analysts, Business Analysts and Knowledge Managers. Information Services and Planning and Research are building this framework cooperatively, as each division will play a role in the management of knowledge and information.
- The Archives department has researched digitizing technology and formatting issues and has purchased and installed a high quality scanner and Photoshop software. The work flow system to digitize historical archived material has been established and the process of digitizing material began in March 2009. Student and on-call employees have begun digitizing all archived student newspapers and will complete this digitization in the fourth quarter of 2009. Other archive materials including photos and historical documents began in late March. The archival digitizing system will increase the access speed of archival material, enhance accessibility and minimize overall costs of the archival operations. Additionally, a web-based archival system called Online Computer Library Center (OCLC) has been selected and will be implemented once enough material has been processed. This OCLC system will increase accessibility and enhance the image of the College to the community, as well as to current and future students.
- For a more narrow and purposeful focus on environmental scanning, specifically designed for the College's planning purposes, Schoolcraft identified and trained seven employees in the use of the Strategic Advantage web tool. The tool combines and cross-references 90+ common databases through one easy-to-use graphical interface. The tool is multi-faceted, can be used in predictive modeling, and for development of new products and programs. Initial scans include STEM (Science, Technology, Engineering and Mathematics) and GRIN (Genetics, Robotics, Information Technology and Nanotechnology), "green" industries, and the film industry.
- A systematic process for coordinating the utilization of the Strategic Advantage tool was implemented using standardized naming conventions for files, a knowledge repository for findings, and a documentation sheet and process for completed analysis. This prototype informed specifications and attributes for the Data Steward function within the Business Intelligence system.

Objective 3b: Performance Architecture

Establish a matrixed, CQI planning system that includes measurable performance targets for Instruction and Student Services, the ability to monitor and analyze performance and quality feedback structures

- A matrixed, Continuous Quality Improvement (CQI) planning system has been developed and is evidenced throughout this document. Output from the system includes a new planning cycle, new business model, standardized processes to identify long-term and annual objectives, standardized project development and implementation tools and processes, the integration of the Mission Alignment document and the development of a standardized project management tracking system.
- Cabinet is engaged in bi-monthly meetings to review the prototype system, debrief learning, instigate improvement strategies and integrate the planning process in monthly divisional meetings.
- Phase two of the system has begun and is contained at the end of each section within this document; 2009-2012 Objectives have been identified as have 2009-2010 annual objectives. A new project plan template has been introduced. Cross-divisional projects for the 2009-2010 cycle are being developed and will be completed by early May. Objective assignments for Administrators will be determined, in part, by project plans. There are two Cabinet level projects as well; Public Policy (Section 5) and Financial Stewardship (Section 7).
- A template to estimate resources required to execute 2009-2010 projects is complete. These estimates will allow for project prioritization, will inform staffing models and investment strategies, as well as cost PRIOR to the 2010-2011 budget cycle.
- A Quality Initiatives site has been developed and is posted on the College web page. This site is available to the public and all stakeholders and details the College's Quality Initiatives, tools, strategies and training opportunities. This information is also posted on the Higher Learning Commission's website and is part of the requirement for AQIP planning transparency.
- Methodologies to analyze performance have been developed. All nationally promoted and research-based models for student success were identified and their methodologies for completion fully analyzed. Three models have been chosen for further exploration; the Maryland Model, Clifford Adelman's proposed Graduation Rate Revised Methodology, and the National Center for Education Statistics Alternative Model for gauging Community College Success. The data elements necessary for analyzing results have been identified. These conceptual models, in conjunction with course, program and institutional assessment of the Core Product, along with other variables, will determine Key Performance Indicators (KPI).
- The AQIP Examiner survey was developed. Results were presented during the Fall Welcome Back.
- A Reflections Survey was developed and administered to Executives. Results are analyzed and discussed during each Cabinet meeting.

Objective 3c: Performance Architecture

Develop, deliver and assess CQI training to 25 percent of college employees during 2008-2009 fiscal year

- A series of three CQI/Project Development Workshops were held during Summer 2008 and attended by all executives and administrators. Initial project plans were developed in Fall 2008. Formal project management training and tools have been investigated. Training will be developed and delivered during the next fiscal year.
- SEM Sessions have evolved into Quality Cafés. Four Cafés have been presented introducing the concepts of quality, the quality timeline and the CQI cycle by Galileo faculty graduates. Approximately 70 people have attended these sessions.
- The Quality Steering Team and Faculty Engagement Team have determined that formal training may not be necessary as WIDS, the Project Planning Process and other systems integrated, in an applied environment, the skills and competencies required to execute a quality system; however, formal, web-based training in systems thinking is still under consideration.
- Process mapping training was delivered to key people in the IR department. Process mapping is a fundamental tool used to analyze process performance efficiencies and potential points of failure in key functions. This skill will need to be scalable for the successful execution of the Performance Architecture.

2009-2012 Objectives to meet Performance Architecture Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective
3. Establish a quality and standards based Performance Architecture System that produces a High Performance Enterprise.	3a. Identify requirements, specifications and strategies to institute a comprehensive knowledge management system including technical systems and tools, organizational structures, staffing requirements, cost and ROI associated with system development.	3b. Establish a matrixed, CQI planning system that includes Product Key Performance Indicators, and Process Performance Measures, the ability to monitor and analyze performance and quality feedback structures.	3c. Produce a comprehensive market research and analysis system and an innovation incubator to inform product design, development and implementation.	3d. Establish planning system/ project management roles and responsibilities, training opportunities, and skill and assessment system.

Section Four – Economic Development

Challenge #4: Economic Development

Michigan has the highest unemployment rate in the nation and an economy in free fall. Jobs that were once viable in the automotive industry have permanently disappeared. The number of workers, at all skill levels, seeking training for jobs in the emerging economy will escalate. Concurrently, funding to stimulate economic growth is shaped by the Workforce Investment Act and will more than likely be distributed via competitive grants. Producing the Economic Development Strategy that best serves Schoolcraft’s customers, while resisting pressure to participate in programs that may add little value to the College’s ability to enhance work force training and economic development, will require insight, foresight and defined purpose.

In a knowledge-based economy, a region’s growth depends on its ability to generate and use innovation. Supporting entrepreneurship and the development of small businesses focusing on nanotechnology, telecommunication technology and life sciences will result in a diversified state economy.

Economic Development Strategy

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective
4. Identify and implement strategies to support economic diversification at a local, state and regional level.	4a. Repurpose the College’s current economic development activities as one, functionally integrated system to build and deliver products and services anticipating and meeting local, state, regional and national emerging economic needs.	4b. Identify baseline targets for economic development and workers-in-transition.

Objective 4a: Economic Development

Repurpose the College’s current economic development activities as one, functionally integrated system

Results

- Schoolcraft has increased its presence in a variety of economic development-based forums and events. Memberships in Association of Small Business Development Centers (ASBDC), Michigan Economic Developer’s Association (MEDA), National Association of Community College Entrepreneurship (NACCE), National Association of Small Business International Trade Educators (NASBITE), and Procurement Technical Assistance Centers of Michigan (PTACs of Michigan) have been renewed or initiated. New partnerships have been established and former partnerships reestablished.

Objective 4a: Economic Development

Repurpose the College's current economic development activities as one, functionally integrated system **results** continued

- Renewed relationships with international trade partners, including: Van Andel Global Trade Center at Grand Valley State University (GVSU) and the U.S. Department of Commerce/Export Assistance Center have been nurtured by the Business Development Center staff.
- SBTDC staff in partnership with Business and Accounting faculty, have produced a roadmap to integrate services into curricula. The first product is a series of sponsored international dinners focused on specific parts of the world. Eastern Michigan University (EMU) has indicated an interest in partnering on this initiative.
- Administrators and staff participated in the "Keeping Michigan Working Initiative," as well as other programs focused on dislocated workers and current economic conditions in Michigan.
- Two skill level certifications in the Business/Accounting areas have been initiated. The first of these (Accounting for Small Business Skills Certificate) has been piloted. The second will be piloted during the Fall 2009 semester. A green focused manufacturing technology program is in development.
- The Council for Emerging Economic Development (CEED) has been established with cross-campus representation as a forum for sharing the information/intelligence being gathered from multiple sources. A Wiki was created as a means of sharing economic development information in-between CEED meetings.
- Work is underway to utilize a matrix to identify relationships between various workforce and economic development initiatives and opportunities to lead to more informed strategy and decision-making as the College's economic development initiative moves forward.
- More focus has been placed on clarifying the function and purpose of CEED as it integrates and influences campus-wide responses to workers-in-transition. Indications are that the funding stream for state funds will be clearly aligned with workers-in-transition initiatives and Schoolcraft will need an agile system to respond to this significant funding stream.
- The Biomedical Technology Center story, as it relates to STEM and GRIN preparation, has been created to enhance visibility, awareness, increased market share and brand.
- The BTC grand opening event, including event design and informational display materials; secured coverage in local and metropolitan Detroit print media, WWJ radio and its related website and CNN; incorporated BTC information into numerous publications aimed at the internal and external campus communities; and distributed 50,000 copies of a BTC/STEM & GRIN edition of *CareerFocus* magazine were executed.

Objective 4b: Economic Development

Identify baseline targets for economic development and workers-in-transition

Results

- An analysis of two years of data on enrollment trends was performed to determine the areas of growth and decline within the CEPD market.
- Based on the results, a promotion plan was created to target the computer and nursing continuing education areas for growth as the first phase of applying the data.
- CEPD was given access to funds from the College Foundation (on a one-time basis) to hire someone to research, define, develop and promote courses for senior adults to address the various aspects of entering a new phase of life or work.
- The Keynote Address for the Welcome Back was delivered by Jay Block to emphasize the unique needs of workers-in-transition as they engage in training and education; in service, in product, in classroom interaction, in delivery and in outcomes.
- A PTAC extension was established in Washtenaw County in June 2008, with ongoing presence through September 2009, and is currently staffed by a PTAC counselor one to two days a week. Future presence is dependent upon Michigan Economic Development Corporation (MEDC) funding to serve Washtenaw County in this capacity.
- External funding sources have contractually obligated targets and processes that we must comply with in order to receive funding. Changes to external funding include:
 - State of Michigan created the Defense Coordination Contract Center (DC3) to increase Michigan's exposure in defense contracting.
 - MEDC/DC3 program requirements adding PTAC office and staff in Washtenaw County increased.
 - SBTDC became program administrator for the Michigan Emerging Technologies Fund (Michigan ETF).
 - Increase our funding and scope of responsibility.
- Internal personnel, processes and systems have been realigned to comply with external changes in order to comply. These changes include the following:
 - A PTAC technician was hired to handle increased level of PTAC responsibilities.
 - A PTAC program manager was transitioned to SBTDC manager of program services.
 - A PTAC program manager was replaced.
 - A PTAC technician was replaced.
- The next phase of alignment of compliance issues mentioned above includes Schoolcraft institutional processes such as:
 - Accounting/reporting process changes.
 - Alignment with the Business Intelligence systems – including the data warehouse.
 - Alignment with institutional changes/objectives (i.e., performance-based learning system).
 - Enhanced relationship between BDC & CEPD.
 - Participation in CEED related activities.

Objective 4b: Economic Development

Identify baseline targets for economic development and workers-in-transition *results* continued

- The Michigan ETF is designed to expand funding opportunities for Michigan technology based companies in the federal innovation research and development arena. The Michigan Small Business and Technology Development Center (MI-SBTDC), in partnership with the MEDC, is dedicating up to \$1.4 million to match federal Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) funding opportunities for exceptional research and technical innovation generated in Michigan. The fund will match both Phase I and Phase II SBIR/STTR awards until funds are exhausted. The purpose of the Michigan ETF is to encourage companies to pursue SBIR/STTR grants and contracts, increase Michigan's competitiveness in obtaining SBIR/STTR funds, increase commercial success of Michigan SBIR/STTR projects and stimulate early stage technology investing activity in Michigan.
- The administrative function for the Michigan ETF (phone support, processing applications, award letters, etc.) is provided by Schoolcraft which generates \$12,000 in revenue yearly and offsets the College's financial obligation to the SBTDC.
- Processes for funding workers-in-transition are in place and others are still being explored, such as Pell grants and Sallie Mae funding for noncredit classes.
- Initial analysis of departmental roles in support of Michigan Works![®] processes has been completed.
- The process for getting programs approved on the mycareereducation.org website has been streamlined.
- An analysis of five local Michigan Works! offices and the impact each different system has (there is no centralized system) on Schoolcraft's capacity to serve workers-in-transition is under way.
- A step-by-step procedure for both credit and noncredit students to follow if they want to attend Schoolcraft College with No Worker Left Behind (NWLB) funds has been created.
- Processes for workers-in-transition, via Michigan Works!, have been mapped with the goal of reducing redundancy, creating an effective pathway and increasing capacity for service.
- Workers –in-transition targeted programs and courses have been developed to address the special needs of the market, this included domestic issues mediation and the WWJ Money Matters events for those continuing, seeking, or leaving employment.
- The College hosted the first anniversary event for the No Worker Left Behind initiative.

2009-2012 Objectives to meet Economic Development Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010 Objective	2009-2010 Objective
4. Identify and implement strategies to support economic diversification at a local, state and regional level.	4a. Repurpose the College's current economic development activities as one, functionally integrated system to build and deliver products and services anticipating and meeting local, state, regional and national emerging economic needs.	4b. Identify baseline targets for economic development and workers-in-transition.

Section Five – Public Policy

Challenge #5: Public Policy Systems

Current societal pressures for data beyond course grades, degree granting rates and similar “production” measures represents a change of considerable magnitude for higher education enterprises. All stimulus funding require states to have unit level data tracking systems for P-16 educational levels. Michigan is one of several states without this system. The challenge, as Michigan develops such a system, is to ensure the inclusion of data sets, data definitions, and information that truly reflects an individual’s education journey.

Policy makers are also engaged in initiatives to create regional community college systems, examine the use of fund balances as a means to support operations, require infrastructure contracts to have new restrictions and apply restrictions to the employment of ad hoc faculty. All threats to the enterprise, from a policy standpoint, require a new and comprehensive approach to identifying and understanding risk for individual institutions and for the state as a whole.

Public Policy Strategy

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective
5. Champion the adoption of public policy that advances the interests of Schoolcraft and other community colleges. Align internal strategies that prepare the College to respond.	5a. Pursue the BSN and Applied Culinary Arts designation for Schoolcraft and provide advocacy for other community colleges as they seek similar or different BA status.	5b. Establish prioritized criteria for selecting strategic stakeholder partners and define targeted increase.	5c. Change state and federal accountability legislation from an IPEDS accounting model to one that reflects real productivity measures, real market behavior and real quality output.

Objective 5a: Public Policy

Pursue BSN designation

Results

- An initial strategy for a comprehensive campaign to receive BSN designation has been developed and is targeted for implementation during the 2009-2010 fiscal year.
- Legislative champions have been secured. Representative Walsh will introduce preliminary legislation in support of the BSN designation.
- Presidential meetings with the Executive Branch have been ongoing; tacit support has been given by the Governor’s office. Concurrently, regular testimony has been given by the President to legislative committees.
- MCCA has adopted the pursuit of the BSN as part of the Association’s policy platform.

Objective 5a: Public Policy

Pursue BSN designation *results* continued

- The Department of Energy, Labor and Economic Growth (DELEG) issued a report contradicting results from a third-party survey contracted by DELEG. Current appropriations legislation has eliminated the requirement for community colleges to increase the number of nurses in the state.
- Funding to support nursing post-graduate scholarships has resurfaced in the Governor's proposed budget.
- A new Director of Nursing has been hired and holds appropriate credentials to align with the requirements for the future pursuit of National League for Nursing Accreditation (NLNAC) accreditation and potential implementation of a BSN program.
- The College received approval from the Michigan Board of Nursing for the Nursing Career Ladder Curriculum (NCLC) on September 4, 2008. The Director of Nursing and more than 50 percent of full-time Nursing faculty have attended NLNAC Self-Study conferences and workshops. Planning for next phase of the NLNAC pre-candidacy activity is under way.
- A review of numerous BSN and BSN-completion programs has been completed to identify common curricular requirements for nursing content as well as prerequisite requirements. Review of other external standard requirements for BSN is ongoing. Additional curriculum elements needed for BSN have been identified. The new NCLC was designed as a standardized curriculum to build an entry level mastery and accommodate additional BSN content. NCLC inclusion and integration of evidenced-based practice, both clinical and theory course content, promote dimensions of professional nurse practice. Intermediate algebra was added to the NCLC prerequisites to expedite student progression to BSN.
- Regular meetings with the Culinary Arts Department Chair are held to discuss alignment with applied baccalaureate efforts in that area.

Objective 5b: Public Policy

Criteria for selecting stakeholders

Results

- Discussions have occurred with Waterford School District to partner with our Aviation program and Oakland County International Airport.
- The College initiated, planned and implemented the Forensic Summer Science Institute (FSSI) partnership with Lawrence Technological University (LTU) held June-July 2008. Additional faculty were recruited and initiated the planning and execution of two sessions of FSSI with LTU for June-July 2009.
- Schoolcraft and Madonna faculty met to discuss a transfer agreement between Schoolcraft's Environmental Studies program and Madonna University's Forensics program.

Objective 5b: Public Policy

Criteria for selecting stakeholders *results* continued.

- A scientific research partnership with Lawrence Technological University and Wayne State University Medical School to employ the scanning electron microscope to image protein networks on the surface of fat cells has been established.
- The Nursing Skills lab has hosted local high school students enrolled in sciences or health career areas to learn about nursing opportunities. The Nursing Department is a regular tour area of our Student Ambassadors Program.
- In January, the College hosted a statewide seminar of high school students for Michigan HOSA (Health Occupations Students of America) that was coordinated with Marketing/Events.
- Partnerships with four-year institutions have been maintained and enhanced. At the request of the Eastern Michigan University Nursing Department on January 26, 2009, the College provided support testimony to the site visitor panel from the Higher Learning Commission for the new PhD in Educational Studies with concentrations in urban education and nursing. This new program offers an opportunity for our faculty to pursue doctoral education at an institution with which we maintain an articulation agreement.
- Articulation agreements with EMU, Livonia Schools, Oakland Schools and William D. Ford for Computer Graphics Technology (CGT) and with Madonna, U of M Dearborn and Livonia Schools for Child Care Development (CCD) have been developed. Articulation agreements with Wayne State University (WSU) for Music and Center for Creative Studies, Ferris and Kendall for CGT are in the pipeline.
- A dual enrollment summer welding program is tentatively scheduled to be delivered at Garden City Schools. The program will serve as a model for additional summer programs, as well as possible school year programs targeting this population. The College Foundation is underwriting some costs. Garden City schools will provide tuition and fee costs up to \$3,000 for 12 students. Approximately \$400 of fees will be covered by college funds.
- A tool outlining guidelines to partner with four-year institutions has been developed.
- One new high school and three new college articulation agreements have been completed and three existing college articulation agreements have been updated.
- A Transfer Expo was held in October 2008 for 36 schools and engaged over 250 students.
- A workshop for students entitled, *Everything You Want to Know About Transferring*, was conducted in connection with the University Bound program.
- A new transfer brochure, in conjunction with the Perkins grant, was developed.

Objective 5b: Public Policy

Criteria for selecting stakeholders *results* continued.

- Initial conversations with companies seeking partnerships in the film industry resulted in the use of EMSI software, which is an environmental scanning strategy and tools, and an analysis process to identify and vet potential partnership opportunities. This prototype will be applied to the new Market Research and Analysis system and informed the development of a Cabinet level project for 2009-2010.

Objective 5c: Public Policy

Change accountability systems

Results

- The President has given testimony and submitted briefing documents to legislative committees suggesting productivity numbers gleaned from the Integrated Postsecondary Education Data System (IPEDS) formula do not accurately reflect the output of higher education. Some progress has been made.
- The President, as Michigan's representative on the Midwest Higher Education Compact (MHEC), has been instrumental in introducing the notion of defining data that maps the behavior of community college students. Clifford Adelman, an expert in productivity, was suggested as a speaker for future MHEC conferences.
- Senator Stabenow's staff has expressed an interest in data and information regarding student unit level tracking, IPEDS and productivity.
- The President has championed the appointment of the Director of Institutional Research to a national committee dealing with the management of information technology and data and information.
- Instruction and Planning and Research have produced an alternative student success model based on data and results from three national benchmark projects and the Maryland model. Institutional Research has developed formulas to execute this hybrid model.

2009-2012 Objectives to meet Public Policy Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective
5. Produce a comprehensive system of strategy, process and actors to leverage policy entities (e.g., DELEG, MCCA, MHEC) as advocates, supporters and drivers of Schoolcraft's agenda.	5a. Pursue BSN and Applied BA in Culinary Arts designation for Schoolcraft and provide advocacy for other community colleges as they seek similar or different BA status.	5b. Establish prioritized criteria and processes for selecting strategic stakeholder partners.	5c. Change state and federal accountability legislation from an IPEDS accounting model to one that reflects real productivity measures, real market behavior and real quality output.

Section Six – Operational Support

Challenge #6: Operational Support

Operational support is challenged by the need to continuously stay current, by the obsolescence of tools and products and by the need to provide services to internal customers all at an effective, cost-efficient level while meeting and exceeding expectations.

Operational Support Strategy

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective
6. Acquire the physical and technical infrastructure that best supports the College's strategic and operational needs.	6a. Update the College's Five-Year Facilities Master Plan based on current institutional priorities and implement the Year One objectives.	6b. Identify and define standards for space utilization as it relates to the core product, service and potential campus expansion.	6c. Establish the operational systems, technical tools, and staffing necessary to implement and support a comprehensive risk management system.	6d. Identify requirements for communications operations during and after a disaster; and implement, upgrade or extend systems to meet these needs.	6e. Identify technical needs embedded in ongoing strategic and operational initiatives; develop strategies to support these initiatives; and implement, upgrade or extend technology systems to meet these needs.

Objective 6a: Operational Support

Upgrade Five-Year Facilities Master plan

Results

- All Facilities Renovations listed in the latest Facilities Master Plan scheduled for 2008 have been completed. There were ten projects with an approved total construction budget of approximately \$1.2 million. All projects were completed on schedule and below the overall \$1.2 million funding authorized.
- Ten of eleven major maintenance projects totaling \$3.7 million were also completed in 2008. The eleventh project approved (Applied Science's fire alarm system) will be completed by the end of April 2009.
- The Facilities Management project group is currently working on the approved 2009 Facility Renovations and Major Maintenance Projects.
- A Landscape Master Plan has been generated that will include aesthetic and functional improvements to campus grounds, plantings and outdoor furnishings.

Objective 6a: Operational Support

Upgrade Five-Year Facilities Master plan *results* continued

- The Utility I staff participated in a Master Plan Landscape webinar on September 12, 2008, which provided an overview of the many elements included within a Landscape Master Plan. The webinar toured various sites of other college campuses, and shared the designs and redesigns after master plans had been generated. There is much work still required before a Landscape Master Plan could be completed and the services of expertise, such as landscape architects, arborists and horticulturists will need to be employed. At present, the focus remains on continuing the updating and installation of hardscape items such as signage, exterior seating, ground covers, exterior receptacles, pavers and walkways.
- In 2008-2009, the technical enhancements that were made to the VisTaTech Center (VTT) and Waterman Wing include:
 - Installation of new data projectors in VTT 455, 460 and 465.
 - Installation of HD Cameras and upgrade of projectors in the DiPonio room.
 - Upgraded microphones in the DiPonio and Presentation rooms.
 - Upgrade of Video Wall on Main Street.
 - Installation of Video Screen in DiPonio room.
 - Purchase of digital sign for VTT entryway
 - Installation of a new control system in Waterman 250.
 - Installation of video screen in Food Service/Henry's area.

Objective 6b: Operational Support

Standards for space utilization

Results

- An inventory of all informational display and signage spaces on campus was completed.
- Approximately 75 percent of campus manholes and catch basins have been examined and are being identified and labeled as confined, space as well as approximately 25 percent of campus air handling units. The process of identification and documenting will continue with a goal to complete a policy and procedure in early May 2009 with training to follow in late May 2009.
- Before energy conservation plans can be developed, a firm grasp of energy use by building must be obtained. That is now being accomplished with the addition of some electrical metering equipment in the Liberal Arts and Applied Science buildings. Additionally, conversion factors for existing analog electrical meters in other campus buildings have also been determined.
- The five-year energy conservation plan is in development with focus mainly on reduction of electrical usage on campus; though all energy uses will be evaluated. The five-year energy conservation plan will be completed and submitted by May 30, 2009.
- Green Seal cleaning processes and standards (GS-42 Standards) for the Biomedical Technology Center have been established and submitted. Upon successful implementation, the standards will extend to other campus buildings.

Objective 6b: Operational Support

Standards for space utilization *results* continued

- The use of several new green cleaning products and practices has been adopted. Green Certified products currently utilized include rest room cleaners, sanitizers, general purpose cleaners, glass and hard surface cleaners. Oil treated rental dust mops and cleaning cloths have been replaced with micro fiber dust mops and reusable cleaning cloths laundered by the Physical Education attendants. Campus hand soap and paper towel units have been replaced with touch-less units that conform to Green Seal standards. Walk off matting designs, in compliance to the specifications outlined in the standard, have been instigated. Floor finishes removal performed with a green process that conserves water and uses no chemicals is now used, producing ecological benefits and safe working conditions for employees. This process enables a single person an opportunity to prepare large floor surfaces such as corridors or laboratories without assistance; a time savings of nearly 60 percent greater over the previous method. With the College's 110,000 square feet of hard floor surfaces that require refinishing, twice yearly, the process offers an annual time savings of approximately 600 work hours each year.
- The College continues to pilot and review new products and work practices complying with standards set by Green Seal Institute, and the U.S. Green Building Council LEED (Leadership in Energy and Environmental Design).
- Standards of performance of the various measures of grounds care have been tabulated using the APPA (Association of Physical Plant Administrators) grounds care operational guidelines. The standards establish benchmarks for frequency and required time of varied categories of routine tasks performed by the Utility I staff through the growing season. Daily assignments and reporting of activities parallel the standards; reports are maintained on the M drive for review and tracking. These APPA standards are also utilized in grading the work performed, and the guidelines continue to serve as performance benchmarks and in evaluating new equipment or procedural improvements.
- A Utility I guide has been assembled and distributed to all the Utility I staff. Contents included various work performance standards, signage, campus maps, irrigation systems, plant care, sports fields dimensions, equipment operating manuals and Facilities Management procedures.
- The Medical Assisting renovation has been accomplished requiring the completion of technology enhancements and in compliance with program outcomes, accreditation requirements and standards, and increased enrollment.
- Forty-two classrooms will now have the new audio control system and document cameras in place. Facilities Management just completed the wiring of the last 15 classrooms for Phase 3 over spring break. Final programming and installation of all components were in full operation by the end of February.

Objective 6c: Operational Support

Implement and support of a comprehensive risk management system

Results

- The Student Threat Assessment Team (STAT) has been formed and consists of the Dean of Student Services, Vice President and CFO, Director of Campus Security Police, Associate Dean of Instruction, Director of Counseling and Career Services, and the Executive Director of Human Resources. The group has met on several occasions to discuss students who have exhibited bizarre or threatening behavior. Group consensus determines the steps to be taken to secure the safety of the campus community. A college procedure was created and approved by Cabinet.
- Eight hour in-service training for infection control and response was developed and coordinated with Joel Watkins, College Laboratory Coordinator. Training was provided to afternoon and overnight Utility II and Utility I staff, 27 persons in total, on the evenings of January 7 and 8, 2009. The program, inclusive of lecture and laboratory experiments, covered pathogens, transmission, disease control, the use of universal precautions, outbreaks, MRSA (Methicillin-resistant Staphylococcus aureus), and the history and potential of future pandemics. Participants performed two laboratory experiments, including the contagious transfers of an imaginary illness and the gathering of samples incubated on various surfaces before and after applying disinfectants. The College's critical incident response procedures were also reviewed in the sessions.
- The McDowell Center's fire alarm system was successfully replaced and received State Fire Marshall approval in November 2008. The Applied Science's fire alarm system is currently being replaced. We expect to have system testing and final Fire Marshall approval completed by April 30, 2009.
- External speakers have been installed across campus. The speakers will be used to broadcast messages in case of a Critical Incident on campus.
- The Wayne County Community Alert Notification System was implemented, but we now have to determine how we can get more people enrolled.
- Radio communications have been established with Livonia and Garden City.
- A college-wide imaging system for active records is being investigated with the objective of a Request for Proposal (RFP) ready in April/May. Three vendor webinar presentations have been hosted for a larger contingent of staff. Information Services and Purchasing will coordinate the development of the RFP. The imaging system will reduce access time, improve work flow and enhance the automation of record retention schedules.

Objective 6c: Operational Support

Implement and support of a comprehensive risk management system *results* continued

- A Record Retention System has been developed using SharePoint software for the College. The President's Office, Human Resources, Grants Department, and the Finance and Business Services Division have completed their record retention schedules. The Student Services Division is currently in the process of creating their schedules. Planning and Research, Instruction, Information Services, and Development and Governmental Relations are scheduled to begin the process later in 2009. Additionally, a training system for all employees is being developed to enhance the record retention system for all types of electronic records and email communication. The college document imaging system being considered will directly tie into the record retention system.
- Schoolcraft College's Criminal Justice program was approved for a Michigan Commission on Law Enforcement Standards Justice Training grant to provide law enforcement in-service training to local law enforcement agencies. This grant for \$158,071 provides for a training consortium between Schoolcraft College and 23 local police agencies.
- Law Enforcement In-Service in partnership with the Michigan Municipal Risk Management Authority was approved for a Michigan Commission on Law Enforcement Standards Justice Training grant, in the amount of \$48,154, to provide law enforcement tactical training to a consortium of police agencies served by the Michigan Municipal Risk Management Authority.
- Schoolcraft College's Fire Technology program continues to be a provider of pre-employment training through a nationally accredited CPAT (Candidate Physical Ability Test Program). The CPAT format has been adopted by the Conference of Western Wayne, which is a local consortium of approximately 30 communities, all of which mandates Schoolcraft's pre-employment test prior to hire in their respective communities. Additionally, the CPAT format has been adopted by a regional training consortium of area community colleges.
- Schoolcraft College is also a member of the UASI (Urban Area Security Initiative). This consortium facilitates training pursuant to the distribution of Homeland Security funding from the designated districts. Our existing public safety consortium agreements have provided a significant member base to expand training to all interested police, fire, EMS and homeland security agencies through a formal training consortium after the completion of our Public Safety Training Site. In light of the recent developments resulting in the dissolution of the current project in Northville, the College remains well positioned to support any future training complex. The revenue generated from a driving pad and fire arms range would provide significant revenue to offset construction costs amortized over a specified number of years. Presently no other college has a driving pad; although, Macomb Community College has an indoor fire arms range which is utilized 24/7. The site could be further enhanced with the inclusion of the Northville State Police Crime Lab.

Objective 6c: Operational Support

Implement and support of a comprehensive risk management system *results* continued

- Several Virtual Machine (VM) hypervisor systems were researched, purchased and implemented this past year. VM technology allows the modern high power computer to be used, not as a dedicated device, but as several virtual computers instead. This shares the computer performance among many virtual computers and lessens the energy requirements and support costs that multiple servers would normally use. An additional feature of VM technology is that since the VMs are hardware independent, they can be moved to another VM host server or location easily in the event of a hardware failure, enabling quick recovery and minimal downtime.
- Information Services continues to explore and apply Virtual Machine technology to the functions and business continuance of the College. An example of utilizing this Virtual Machine technology is with the BlackBoard Course Management System and WebAdvisor (Colleague's web access system). There are three physical servers for WebAdvisor and two physical servers for BlackBoard. By utilizing this new technology, the College will be able to have virtual machines running on each of these five servers making it look like ten physical machines, five BlackBoard instances and five WebAdvisor instances. Each of those software systems has different peak time loads; WebAdvisor mainly during the first days of registration each semester and BlackBoard near the end of each semester, as well as every Sunday and Monday throughout the semester. Rather than having multiple underutilized physical machines dedicated to a function, one machine's resources can now be utilized for several functions, all on the same computer. This not only saves energy by reducing the number of physical computers, it also allows us to disperse these physical computers to different buildings on campus, including Radcliff; supporting our business continuance initiative.
- All desktop computers purchased within the last year have been reduced in size to lessen the College's overall carbon footprint. These units use Intel Core2 energy efficient processors and have been required to meet the Energy Star 4.0 specification. Standard computers consume an average of 500-600 KWh; computers purchased with the Energy Star 4 reduce this energy consumption by an average of 18 percent. In our latest round of computer deployments, computers were configured in a very aggressive energy savings mode. Using sample rates of every half hour, we have calculated an average 41 percent decrease in energy used over eight hours in a test environment.
- Currently, all laser printers that support the power saving mode have been configured to switch into this mode when not in use for 30 minutes. In the last year the College replaced twelve laser printers that did not support this power saving function. The power saving function reduces normal operating standby power by six watts and also stops the heating element from operating when not being used. These heating surges can increase power consumption 300 percent to 1000 percent for ten second periods of time.
- Deepfreeze, our desktop management software, is currently turning off instructional computers after 1.5 hours of nonuse. Computers not used for this period of time are indicative of having been left on with no one in the room. This elected time provides a good balance for instructional use versus energy efficiency.

Objective 6c: Operational Support

Implement and support of a comprehensive risk management system *results* continued

- Information Services is a participant of and continues to meet with the College's Document Retention Committee to review the current methods of document handling and retention and to construct implementation tools, educational methods and campus policies to help safeguard the College's business-critical information. The committee has also researched tools to aid in training employees and found a tool by the State of Michigan, but continues to seek other tools. The committee will produce drafts suggesting policy changes regarding document retention.
- The Admissions and Enrollment Center was using a hosted document imaging and retention system that did not fit its needs. They require a system that is more flexible in its indexing, sorting and purging mechanisms while supporting document sharing between campus departments. Preliminary research into vendors revealed that most of the solutions that would meet the AEC's needs might ameliorate a number of other productivity and service bottlenecks on campus while providing all the functionality required for the document retention project. IS, Student Services and Finance and Business Services formed a committee to oversee this project. The committee decided that a formal needs analysis, to include all divisions and most departments on campus, was required to determine the extent of interest in a solution of this type. The analysis revealed that many departments on campus would benefit from a robust solution that provides distributed imaging and indexing of documents, inter-departmental workflow options, granular security to safeguard private information and record retention options that include automatic purging. The committee has completed the preliminary vendor selection and an RFP document will be sent to these vendors in the near future.

Objective 6d: Operational Support

Requirements for communications operations before and after a disaster

Results

- Information Services continues to work on implementing a secured remote web-based Colleague access tool. Business continuance is always a concern. Access to the campus Colleague Enterprise Resource Planning (ERP) system from off-campus would have to be made available. An older access tool was tested with Information Services personnel. A new version was created and released by the software manufacturer and soon implemented. This faster and enhanced interface is currently undergoing testing by select members of the campus Colleague Users group committee. A thorough testing by this group will be conducted to ensure a quality end-user experience before eventual campus-wide adoption. This web-based product will also eliminate the need to install, update and manage the Colleague User Interface software on each user's desktop computer saving, support costs as well as ensuring a consistent user experience. Lastly, access to Colleague through this tool has also been configured via a secure connection from the Internet. Multiple layers of user identification have also been incorporated in the connection process to lessen any possibility of unauthorized access to the Colleague ERP system.

Objective 6d: Operational Support

Requirements for communications operations before and after a disaster *results* continued

- As mentioned above in section 6c, several Virtual Machine (VM) hypervisor systems were researched purchased, and implemented. Information Services continues to explore and apply Virtual Machine technology to the functions and business continuance of the College.
- A web-based collaboration system, based on Microsoft SharePoint, has been implemented and made accessible to the campus community. The first use of this resource was as a replacement to the printed *Staff Weekly*. Information Services provided the framework for the Marketing Department to create and manage an online version, saving the College the printing costs associated with the hardcopy version and enabling dynamic news updates throughout the week. This resource was made accessible to authorized personnel from the Internet to support off-campus personnel as well. The groundwork has been laid, via this project, to implement a very sophisticated collaboration tool that can be utilized in many beneficial ways to the College's educational and business functions.
- Expanding the College's use of web services to provide information to our current and potential students, staff and faculty is necessary, so that in the event of a disaster that affects physical services, we can still communicate with constituencies. To that end, the College has enhanced its web presence through the addition of several websites or site extensions providing information online for the *Community College Enterprise*, the College Music department, Student Recruitment and our Academic Quality Improvement Program.
- Information Services worked with Financial Services to implement WebAdvisor enhancements that have improved convenience for students while improving processes. As a result of this effort, students are now able to pay for tuition charges on WebAdvisor by check or credit card. Students are also able to view their 1098t information on WebAdvisor, thereby reducing requests to staff to reprint this information. Soon, both students and staff will be able to direct refunds and accounts payable payments directly to their bank accounts using new WebAdvisor self-service functionality.

Objective 6d: Operational Support

Requirements for communications operations before and after a disaster *results* continued

- The IS work order system required upgrading. An alternate system was chosen offering enhanced status updates to reduce frustration levels over outstanding work orders, a web portal for easier access and user self-help which improved reporting capabilities to support CQI initiatives and Key Performance Indicator monitoring. A phased implementation, operating two systems in parallel in phase one (late 2007), using the new system to mimic the functions of the old one in phase two (early 2008), and phasing in additional functionality over time as end users and technicians adjusted to the new system and interface has begun. The internal web portal was launched in Fall 2008. The portal became available over the Internet for Winter 2009 semester, allowing 24/7 availability from any computer on the Internet. An upgraded version was installed over mid-winter break 2009, moving the database to SQL (Structured Query Language) server for enhanced reliability, scalability and disaster recovery; improving the format of email communications with our end-users; and adding support for software and hardware audits of campus computer systems to enhance software licensing compliance and improve operational efficiencies in software licensing management, servicing work orders and planning campus-wide upgrades. Documentation standards for technician activities to prepare for the creation of productivity baselines are in development.
- Two tabletop exercises and one critical incident training session for executive staff were delivered. Incident training was given to approximately 250 staff and faculty. Emergency training was delivered to approximately 200 students. The College assisted in putting together a bookmark on "How to Access the Wayne County Emergency Notification System." CPR/AED (cardiopulmonary resuscitation/automated external defibrillator) training for approximately 50 staff and faculty on campus was also provided.
- External speakers have been installed across campus. The speakers will be used to broadcast messages in case of a critical incident on campus.
- The Wayne County Community Alert Notification System was implemented. Increasing participation from other agencies is now under way.
- Radio communications have been established with Livonia and Garden City.

Objective 6e: Operational Support

Technical needs embedded in ongoing strategic and operational initiatives

Results

- Implementation of National Time Web-Enabled Auxiliary Controller and replacement of Master Clock Controls for campus buildings have been quoted and awaited approval from Information Services. A meeting between National Time and Information Services was scheduled on March 19, 2009 for final approval. At that meeting, a determination was made whether the new system is compatible with a GPS system currently being used by Campus Security Police or if the system should sync through the web to the National Internet Time Service (The official time of the US Government).

Objective 6e: Operational Support

Technical needs embedded in ongoing strategic and operational initiatives *results* continued

- Facilities Management and Information Services have agreed to the “Websaver” module that can be added to the existing Mainsaver work order system, as the preferred method of a web-based work order system. Information Services generated a purchase order for the software and installation which was received by Mainsaver in February 2009. Installation is projected to be completed in late April 2009, with training and implementation for campus use in May 2009.
- The online check request process has been investigated. A new Colleague product called “Request for Payment Self Service” allows user departments to request checks online. This process did not meet user specifications. Due to other priorities, this project has been placed on hold.
- Available since February 5, and advertised beginning February 23, both credit and noncredit students have the option to pay for tuition and fees from a checking account using WebAdvisor. The “blue arrow” payment page has been simplified – there are now only two blue arrow buttons to choose from – pay in full and pay by payment plan. An important information page was created and a few minor changes were made to other pages that referenced payments. Students can no longer pay in full from a checking account through NBS (formerly FACTS). Students without a charge card now have another option to pay online, and the charge to Schoolcraft is only 50 cents compared to over two percent for a charge card.
- The College has printed information flyers for departments to make available to students to promote this payment type and put information about it on the WebAdvisor welcome page and in the Spring/Summer schedule. The new payment method is called Web Check.
- As of March 10, 2009, eight students had paid by Web Check. One payment was returned for a bad routing and/or account number and one was returned NSF. Two payments are pending settlement.
- The Colleague E-payment process has been tested and is ready to go “live.” Flyers have been prepared to advertise the project.
- Determining the ROI for converting Time and Attendance to Version 2 has been delayed due to shifts in staffing, and will become a 2009-2010 objective.
- Pros and cons of using either a stand-alone wedge swipe versus a keyboard swipe for Bookstore purchases is under investigation.
- Research on scanner systems was completed, which included discussion with other community colleges. After a lengthy evaluation process, a scanning device was selected and is being tested on the unit with a laptop computer interface.

Objective 6e: Operational Support

Technical needs embedded in ongoing strategic and operational initiatives *results* continued

- WebPRISM system has a module with the capabilities to allow faculty to submit textbook orders to the Bookstore online using the Online Textbook Requisition System. The Bookstore's Assistant Director attended training on the software in April 2008. The software was installed August 7, 2008. Adobe Captivate software, necessary for faculty training, was installed February 25, 2009. We plan to roll out the system to faculty teaching online courses for the Winter 2010 semester. Faculty must utilize their college email account to operate the system.
- A part-time staff member has been splitting her time between the Recruiting and Marketing offices and is posting detailed updates on her work as well as useful resources on the public drive at <U:\Marketing\Social Networking>. Highlights include:
 - Research into terminology and techniques unique to Facebook and social networking media to build our collective understanding of this utility.
 - Review of practices in use at other colleges and universities and recommendations for how we should proceed.
 - Posting of new content including videos, photos, links to news articles, announcements and new profile pictures.
 - Establishment of settings in our profile concerning wall posts, photos, etc.
 - Since the beginning of our initiative, fans of the site have grown from 71 to 174.
- Media is coordinating with Marketing to add selected existing videos to the YOUTUBE site.
- A video on guest student information is in the works.
- Marketing has established a Twitter page, and is using this page to gather information on this networking site's applicability to Schoolcraft.
- Electronic Loans processing was implemented in 2008-2009. The expected reduction of 50 percent in data entry time for processing loans was offset by the increase in total volume for loan applicants.
- We identified ScholarsSelect and STARS Online software solutions for managing scholarship applications and increasing awarding capacity. Further discussion and review is needed to determine a timeline for product implementation.

2009-2012 Objectives to meet Operational Support Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective	2009-2010 Objective
6. Develop a comprehensive system to analyze, select, acquire and operationalize technical and physical infrastructure that supports the strategic and operational needs of the enterprise.	6a. Align timelines and cycles of existing processes including renovations, facilities master plan, technology requests, project plans, equipment requests, etc.	6b. Analyze existing system (processes and tools) for standards, duplication of effort, efficiencies and quality structures.	6c. Establish goals, specifications, criteria, standards, processes and tools for new system.	6d. Design, implement and test prototype system.	6e. Establish and launch new system. Implement student email system.

Section Seven – Financial Stewardship

Challenge # 7: Financial Stewardship

On the revenue side, the College is faced with flat state appropriations and an expected five to six percent reduction in property tax revenue. Other revenue streams are also in peril. Projections for an improved economic climate indicated this downward trend will continue well into 2012 or beyond.

Although the College has exercised extraordinary fiscal capabilities, an economic crisis of this magnitude provides little immunity. The challenge will be to balance investments and identify cost-saving strategies while ensuring talent, product and services are preserved.

Financial Stewardship Strategies

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective
7. Implement financial strategies to sustain and advance the College's performance and future.	7a. Integrate the knowledge gained from the three breakthrough initiatives into budget planning processes.	7b. Identify potential reinvestment and cost-saving models that manage to reduce financial risk.

Objective 7a: Financial Stewardship

Integrate breakthrough initiatives into budget planning processes

Results

- Financial strategies have been put into place to produce a balanced 2009-2010 budget. Constraints included increased cost in employee salary and benefits by three percent, health insurance costs increased 15 percent and the retirement rate increased 2.4 percent. Staff reduction was avoided by reducing other areas in the budget by \$771,000.
- Unavoidable increases in expenses such as bad debt expense (\$47,000), collection expense (\$12,000), fees related to students using credit cards (\$60,000) and software maintenance (\$50,000) were met by reducing other areas of the budget by \$940,000.
- Reductions in planned expenditures were carefully considered to avoid a negative impact on the Core Product and essential student services.
- The projections for future years present an increasingly gloomy revenue picture. In response, 2009-2010 objectives reflect the development of a comprehensive strategy to address this issue, including a project management system that projects project investment costs, establishes criteria to prioritize projects, establishes a mechanism to inform staffing models and precedes the budget cycle.
- The goal of aligning the CQI Planning Process with budget development to determine investment and project priorities was not met; however, tools to accomplish this goal have been developed. Cabinet is poised to execute the system during Summer 2009.

Objective 7b: Financial Stewardship

Identify potential reinvestment and cost-saving models that manage to reduce financial risk

- The Vice President and CFO formed a committee of Payroll, Finance and Human Resources members, and educated all on the new 403b legislation. After much discussion, a decision was made to have a third party administer Schoolcraft's 403b program due to the fact that there were many additional responsibilities for which Schoolcraft would be responsible, no additional staff and none of the existing staff had time to devote to the tasks. Three TPA's (third party administrators) were investigated and Great American (GA) was chosen due to their extensive network, the fact that the administration would be done for free and Consolidated Financial (an affiliate) was already one of our eight 403b vendors.
- Legal contracts were reviewed and signed, directions as to how the plan should be administered were relayed to GA, the eight vendors signed various documents and follow up was necessary on all items. Communications to staff were written and delivered.
- Programming changes had to be made to allow Payroll to transmit employee information to GA electronically and then EFT payment processing had to be effectuated and tested. Great American became the TPA for our 403b program effective January 1, 2009.
- Trash hauling services were quoted in Fall 2008. Several local vendors were included. The contract was re-awarded to Republic Waste Services, Inc. for a five-year period based on lower cost and an excellent history with the College. A vending services inquiry was sent out for bid on March 2. An evaluation process will commence upon receipt of bids. We are expecting to reach a decision in May.
- Research on new postal equipment was completed in December 2008. Currently, the committee is reviewing proposals from Neopost and Pitney-Bowes. A final decision will be reached after formal visits are done in April and May. Funding will be available beginning July 1.
- An Excel based contract expiration system was created in December 2008. It lists all contracts greater than one year in length, vendor, contract expiration and miscellaneous notes.
- Zero-based budgeting was implemented by Student Services for the 2009-2010 budget planning cycle. The Division funded 15 new initiatives with no increase in funding requirements for 2009-2010. Through the identification of divisional priorities, we were also able to collaborate on allocating resources to finance a new prospect management CRM (Customer Relationship Management) system for the coming fiscal year.
- A refund appeal process proposal was completed, resulting in establishing a one-year timeframe for filing appeals. Work is ongoing on the request form revision and should be in place for the new catalog year.
- A Feasibility Study was completed regarding an electronic convenience store at the College Center and the decision was made not to pursue such an operation for the 2009-2010 fiscal year.

2009-2012 Objectives to meet Financial Stewardship Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010 Objective	2009-2010 Objective
<p>7. Ensure the long-term viability of the College by establishing a total asset financial planning system that identifies patterns, creates and sustains a variety of forward thinking views, and applies insights to navigate change.</p>	<p>7a. Establish goals, criteria and processes to implement the business planning model including financial KPI's based on multiple measures in relationship to product development, sales, and operations.</p>	<p>7b. Establish processes to determine investment targets and implement investment strategies essential to long-term sustainability.</p>

Section Eight – Talent Base

Challenge #8: Talent Base

Over the next 25 years, as better-educated individuals leave the workforce they will be replaced by those who, on average, have lower levels of education and skill. This is especially true in Michigan as over 50 percent of graduates from Michigan higher education institutions leave the state for employment opportunities.

Impending retirements will deplete community colleges workforce. Finding the right strategy, the right blend of staffing, investment in new talent, skills and competencies will be critical.

Talent Base Strategies

2008-2011 Objective	2008-2009 Objective	2008-2009 Objective	2008-2009 Objective
8. Implement strategies to sustain and advance an enterprise-wide talent base.	8a. Produce staffing models that support implementation of the Breakthrough Initiatives.	8b. Identify goals and strategies for contract negotiations.	8c. Identify specifications necessary to develop a comprehensive professional development system.

Objective 8a: Talent Base

Produce staffing models that support implementation of Breakthrough Initiatives

Results

- Needs/requirements for new staffing models in two departments have been completed.
- Market research on compensation and various staffing alternatives was conducted.
- Developed long- and short-term strategic staffing models.
- A proposal related to the implementation of cost-efficient staffing models utilizing flexible scheduling, a two-tiered wage structure and a modified benefit option has been developed.
- A proposal with a decision point was formulated. Recommendations were made to the President and approval was secured.
- Bargaining for two separate letters of agreement was initiated.
- The new model was successfully negotiated and implemented in both departments. New staff were recruited within the new contractual parameters.

Objective 8b: Talent Base
Identify contract negotiation goals

Results

- Market Research was conducted with wage and salary and benefit surveys completed. An analysis of compensation information is ongoing.
- Contract review and revisions are under way. In conjunction with outside counsel, a comprehensive review of the Faculty Forum Master Agreement has been conducted, which identified all sections that are in need of revision.
- Input has been secured from all stakeholders in regard to desired contract revisions for all five unions. Proposals related to contract revisions have been prepared.
- Cost savings compensation strategies have been researched and refined.
- Modeling related to compensation alternatives is ongoing.

Objective 8c: Talent Base
Identify specifications for a professional development system

Results

- Professional development options have been researched. Data on professional development programs, best practice models, identifying technology support and system requirements, and analyzing program composition and staffing models are in process.
- Best practice professional development programs have been investigated to identify site visit institutions.
- Significant progress has been made in the implementation of the professional development system for faculty. Processes have been established to run the offerings through CEPD to allow for creation of a professional development transcript that can be incorporated into faculty evaluation submissions.
- A key focus in the 2008-2009 objectives was Performance-Based Learning based on IDEA results and the Core Product Initiative. A comprehensive full-day conference – Meeting of the Minds: Brain-Based Learning and its Applications – replaced the previous decentralized approach to Faculty Professional Development Days. The on-campus conference presented innovative methodologies for enhancing classroom effectiveness in the areas of brain anatomy, neurophysiology, performance-based learning, instructional strategies, learning styles, pedagogy for student engagement and technology in brain-based learning. A nationally recognized expert in brain-based learning provided the keynote session followed by a wide variety of sessions facilitated by Schoolcraft faculty and staff. The feedback was overwhelmingly positive and 95 percent of reporting faculty stated the conference was relevant to the Core Product Initiative.

Objective 8c: Talent Base

Identify specifications for a professional development system *results* continued

- Other noteworthy professional development accomplishments included:
 - The establishment, offering and revision of a Faculty Orientation Program; established, offered and revised (two offerings 2008-2009).
 - The conversion of the Distance Learning Faculty Credentialing process to a fully online offering.
 - The development and offering of workshops with topics ranging from Teaching with Generational Differences in Mind, Using Twitter in Online & Face-to-Face Courses, and What's a Wiki. Total faculty attendance in these sessions exceeded 300.
 - Coordination of the college-wide training of all staff for Office 2007 during Spring/Summer 2008.
- The faculty evaluation system measures performance in the following four components of teaching: 1) Instructional design skills, 2) Instructional delivery skills and characteristics, 3) Course management skills, and 4) Content expertise. The on-campus professional development activities detailed above focus on the first three of these components. In support of professional development in the fourth component, Content Expertise, the College has provided over \$25,000 to support faculty travel and participation in over 35 events ranging from relevant regional and national conventions to discipline-specific conferences, to training related to the use of particular equipment used in the classroom (i.e., scanning electron microscope, biomedical training equipment and simulation mannequins).
- Two online processes, using Adobe Captivate, have been developed to train ESS (Employee Self Service) users. The first process demonstrates how an ESS user can complete his/her time card. The second process demonstrates how an ESS user can request time off. Additionally, we have created four Quick Reference Guides for Time and Attendance. Two guides provide a quick reference for ESS employees to complete their time card and request time off. Two additional guides provide a quick reference for Supervisors to review and approve time cards and requests for time off. All processes are available on the network drive, U:\Time and Attendance Tutorials.
- All financial aid staff members have attended at least one Federal Financial Aid Training in a traditional or electronic format.
- A day long orientation for new athletic personnel covering facilities, policies and procedures was organized and implemented. A planned tour and introduction of the college facility was provided along with a comprehensive interpretation of the current *Schoolcraft Athletics Handbook* and the *NJCAA Rules and Regulations Guide*.
- Each head coach was encouraged to attend a clinic, seminar or workshop that had a direct bearing on the instruction of skill development within their respective sport. The women's soccer coach attended a soccer clinic devoted to the improvement of individual and team skills and the men's soccer coach attended a convention that highlighted team strategy patterns focusing on the tactical side of coaching.

Objective 8c: Talent BaseIdentify specifications for a professional development system *results* continued.

- The Director of Institutional Research and the Director of Technology Programming received training in the Kimball Method for the development of data warehousing; a component critical to the creation of Schoolcraft's business intelligence system.
- The Director of Institutional Research and the Coordinator of Market Research and Analysis received Insight Training; a tool to be used in the production of market reports.
- Seven people from Instruction, Student Services and Institutional Research have been trained in the utilization of EMSI tools; an essential component of the product design and development system.

2009-2012 Objectives to meet Talent Base Challenges and Opportunities

Please note some annual objectives roll-over as projects are multi-year, multi-phased.

2009-2012 Objective	2009-2010Objective	2009-2010 Objective	2009-2010 Objective
8. Produce comprehensive human resource management system to sustain and advance an enterprise-wide talent base.	8a. Produce processes, tools and strategies to secure and retain talent.	8b. Identify goals and strategies for contract negotiations and successfully negotiate multiple contracts for bargaining units in 2009.	8c. Identify specifications necessary to develop a comprehensive professional development/evaluation system.

Section Nine – Biomedical Technology Center

Challenge # 9: Complete the Biomedical Technology Center on time, on spec and within budget.

Biomedical Technology Center Strategy

2008-2009 Objective	2008-2009 Objective	2008-2009 Objective	2009-2010 Objective
9. Complete the Bio-tech Center on time, on spec, and on budget..	9a. Develop and implement operational processes that assure the optimal utilization and functioning of the BTC.	9b. Plan and implement activities (beyond standard course work) that leverages the opening of the BTC to establish Schoolcraft's reputation in the STEM and GRIN area.	9c. Complete purchasing, installation and integration of technology infrastructure, systems and components for the Bio-tech Center on time, spec and within budget.

Objective 9a: BTC

Develop and implement operational processes

Results

- The OE/OE Lab provides an area for students to meet with their instructor individually or for instructors to provide review sessions or hands-on demonstrations for students. Bringing faculty from all different disciplines together in the OE/OE Lab has provided a collaborative space for cross-disciplinary sharing. Bringing new/additional General Education courses into the mix of OE/OE classes increases opportunities for cross-disciplinary collaboration. The OE/OE Lab has always been open to all students. However, with the increased visibility of the OE/OE Lab in the BTC usage has increased. Students signing in to use the OE/OE Lab increased from 2,034 students for Fall 2007 to 5,172 students for Fall 2008.
- Remote operation for the scanning electron microscope was tested between December 2008 and February 2009 using WebEx PC. Use of an open-source remote operation system (RealVNC/TightVNC) is planned for testing in the next phase to explore an increase in performance. Testing was done using secure access methods, both on-campus and off-campus. Access control for remote users has been determined.
- Discussions with the vendor, Zeiss SMT, regarding the use of Schoolcraft's BTC training facility for training/demo purposes for scanning electron microscope users from across the country are in progress. Discussions with engineers at Hyundai Motors in Pittsfield Township regarding collaboration and information sharing between our sites since we have similar Zeiss equipment are also underway.

Objective 9a: BTC

Develop and implement operational processes *results* continued

- The Epson Management Software System is functioning in the BTC to monitor and manage lamp hours, turn the projectors on and off, and check all input status resulting in increased efficiency and productivity for media staff.
- The Biomedical Technology Center network infrastructure was completed on budget and on time. A dedicated and redundant network was purchased, configured and installed to provide a cutting edge network capable of handling the high-speed data transmission needs of the facility. Unique from the rest of the campus, this building's data network supports the following high-technology devices: remotely managed data projectors, high-speed 802.11N wireless connection, a network accessible scanning electron microscope, wireless lab laptops and a fully networked security camera system. With high technology comes an expectation of high speed data network, which Information Services is proud to have delivered.
- Media Services added to the Biomedical Technology Center theme of high technology by selecting data projectors that can be managed remotely. Information Services worked with Media Services and successfully piloted a dedicated data network that includes the data projectors in BTC and several workstations in Media's Bradner Library main office. From their remote office, media technicians can quickly address issues reported by users over the network without requiring a physical visit to the room. Further, this saves time by enabling Media Services to proactively monitor bulb lifetime usage, allowing them to remotely turn bulbs off when not in use to save energy and increase bulb life, and replace units as deemed necessary by their quality standards
- The PAL program was increased from 6 to 37 PALs for the sciences. A revised comprehensive PAL training program was developed and launched during the Fall 2008 semester. The PAL program was linked with most all of the College's gateway courses. PALs were trained to address science and math related study needs.

Objective 9b: BTC

Plan and implement activities that leverage the BTC in STEM and GRIN

Results

- The BTC has exceeded our expectations in providing a showcase for our efforts to build Schoolcraft's reputation in the STEM and GRIN area. The Grand Opening Celebration drew community members, the campus community, foundation supporters, local business owners, and state, federal, and regional politicians. The event showcased the learning opportunities in math and science. Several activities beyond standard course work have already been mentioned. They include the hosting of the Health Occupations Students of America event in the BTC, multiple group tours of the Imaging and Analysis lab, the hosting of speaker events for the newly formed Math and Physics Club, the hosting of events for the Biomedical Technology state organization, and the upcoming Forensics Science Institute.

Objective 9b: BTC

Plan and implement activities that leverage the BTC in STEM and GRIN *results* continued

- A feasibility pilot test in our Math department assigns faculty the use of tablet/laptop computers as a teaching tool. This includes software that will specifically aid them with displaying math materials to students. The configuration of BTC podiums was specifically designed to easily accommodate the use of the devices as a direct replacement to the standard classroom podium. Communications between faculty and Information Services have been maintained through a collaboration website set up by one of the faculty members. This site has helped in our efforts to correct problems while maintaining an acceptable level of security.
- Meetings were conducted with the project stakeholders regarding the feasibility of remote access to the scanning electron microscope and have resulted in a lessening of this initial requirement. In the first phase, it was agreed to connect the scanning electron microscope to the Internet only to allow for automatic software updates. While the systems will not be generally connected to the campus network, they are still vulnerable to accidentally transmitted malware and viruses. It was agreed to connect the scanning electron microscope for the time being, so that operating system and anti-virus software updates can occur to help protect the system. When, at a later time, it is decided that there is a need for the scanning electron microscope to be accessible from outside sources, the network configuration can be altered to provide this service.

Objective 9c: BTC

Complete purchasing and integration of technical infrastructure

Results

- The Biomedical Technology Center network infrastructure has been completed and includes a high speed 802.11N wireless network in its cutting edge design. The bandwidth speed provided by these new devices is a six fold increase over typical wireless installations, affording enabled devices quick access to data when needed. Their increased processing power allows for more concurrent users than previously available through wireless connections. As the building technology increases and the demands for data follow, the building will be ready to answer the high speed wireless call.
- IS worked with department representatives to clearly understand their networking needs and with contractors to insure the cabling infrastructure installation met both common practice standards and college standards. These standards included but were not limited to quality of wires, pathway, and termination methods. We also had to work with the contractor until all data jack locations were correctly labeled. All necessary data jacks were made active to accommodate computers and other network devices, including the lab laptop accessible data jacks.
- As this building was intended to operate with no administrative staff offices, all classrooms, labs, and hallways were wired to support wall telephones insuring faculty and students the resources to contact necessary parties without having to venture far from their classrooms.

Objective 9c: BTC

Complete purchasing and integration of technical infrastructure *results* continued

- The BTC provided an opportunity to highlight cutting edge instructional technology and to pilot proposed initiatives which had not found an appropriate testing venue in the past. The biomedical technology program used its new home to showcase specialty equipment specifically designed to support its curriculum. This equipment required special operating systems and configurations, all of which were tested and functioning properly in the production environment prior to the grand opening. IS and Instruction decided to pilot the use of laptop computers in a computing lab environment in the BTC biology labs. Academic Computing continues to work with the Biology faculty members and Assistant Dean to identify and resolve issues associated with the use of laptops in a student environment. Monitoring and analysis of this pilot project will continue through the Fall 2009 semester before any conclusions are reached.
- Several academic departments have identified issues with the limitations imposed by the exclusive use of a keyboard and mouse as input devices. IS and the Math Department decided to use this opportunity to pilot the use of tablet input devices and specialty software as instructional aides for faculty members. They allow the math instructors to write equations during classes and respond promptly to email requests without using a cumbersome software package or scripting language to generate the equations. This pilot is ongoing.
- As software selection was still under way, we opted to delay the purchase of BTC computers for one month to allow additional time for more software selections. We reviewed the requirements of each software package that was available at our purchasing deadline to define computer specifications. These specifications were chosen to support the current needs, as well as future needs. As a result, computers were ordered to accommodate the new OE/OE lab and Biomedical Technology lab, with laptops and storage racks purchased for the remaining three labs. Computers were also purchased to accommodate the staff needs and classroom podiums.
- Printers were ordered to provide printing capability for all labs and faculty offices. The printers were configured and installed based on current college standards and made available to the respective labs, faculty, and staff for use.
- To ensure safety of students and staff as well as provide faculty with a means of communication to the necessary departments, telephones were purchased, configured and installed in all BTC classrooms. Telephones were also configured to allow for on-campus calling of extensions and 9+911 dialing.
- Information Services coordinated scheduling and resources with the Office of Instruction and Facilities Management to move the designated faculty members and staff, along with their computer and telephone equipment, into their new BTC office areas in a structured and timely fashion. This included the creation of part-time faculty computer workstations that are located within the open area of the faculty office bay.

Objective 9c: BTC

Complete purchasing and integration of technical infrastructure *results* continued

- IS coordinated with the Media Center to make sure the BTC podium design had adequate ability to support the computer systems. This included developing deployment schedules for installation of the computers in the BTC classroom podiums. The delay in the delivery of the podiums required this coordination to be very diligent in order to meet the deadline of the Grand Opening.
- Certificate of Occupancy was received in June 2008. Staff moved into the building in July 2008, and the building was ready for full campus use beginning with the Fall 2008 semester. The fire alarm system was complete and a full operational system, as required before the certificate of occupancy, was approved.
- The camera and intrusion alarm system were provided, and installed by Siemens during the 2008 Spring and Summer periods. All systems were installed and functioning by the start of Fall 2008 semester.
- Interior room numbers, room names, conference areas, faculty areas, and large way-finding signage was completed last summer. Exterior building signage and lettering was also completed last summer.
- A staging area for all BTC equipment was established. All equipment ordered was inventoried and tagged. All BTC equipment was checked and functioning.
- There was placement of the HD projectors for the Learning Theater and Anatomy Lab. The placement of HD cameras for the Learning Theater and cadaver room was determined. Final testing on all classrooms and labs was conducted, and verified all were operational. Training was scheduled for March 11, 2009 on using the high definition camera in the cadaver room BTC-135A.
- Upgrades in F-450, F-460, and MC-110 with new data projectors and Extron control systems were completed. This is the same technology that is in BTC classrooms.

Summary

The need to manage effective change is imperative. As stated last year, the President will continue the quest to produce a strategically thinking and behaving organization, and will continue to require employees to see connections, think systemically and appreciate their collective interdependence; to think and act as one, cohesive organization.

We have made great strides. Challenges continue and will continue. However, it is the President's intent to mine all challenges for opportunities so the College is able to serve our students and community for many years to come.

Submitted by:

Dr. Conway Jeffress
President, Schoolcraft College
April 22, 2009

References

- Hines, Andy and Bishop, Peter. (Eds.). (2006). *Thinking about the Future: Guidelines for Strategic Foresight*. Washington, DC. Social Technologies, LLC.
- Michigan Technology Report 2008. (2008). *Technology Counts 2008 STEM: The Push to Improve Science, Technology, Engineering, and Mathematics*. Education Week & Editorial Projects in Education Research Center.
- Millet, Catherine M. et al. (2007). *A Culture of Evidence: An Evidence-Centered Approach to Accountability for Student Learning Outcomes*. Princeton, New Jersey. Educational Testing Service (ETS).
- Policy Information Report. (2008). *America's Perfect Storm: Three Forces Changing Our Nation's Future*. Princeton, New Jersey. Educational Testing Service (ETS).
- The Futurist. (2008, May-June). Forecasts, Trends, and Ideas about the Future. 24(3). World Future Society.