

# Schoolcraft College

18600 Haggerty Road • Livonia, MI 48152-2696  
734-462-4400 • [www.schoolcraft.edu](http://www.schoolcraft.edu)

September 27, 2007

Dr. Stephen Spangehl  
AQIP Director  
The Higher Learning Commission  
30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-2504

Dear Dr. Spangehl,

It is with great enthusiasm that Schoolcraft College submits its application to become a participant in the AQIP process. The College believes its efforts to develop a culture of continuous learning and continuous improvement will be enhanced through an affiliation with the AQIP system and with other participating higher education enterprises.

Schoolcraft began its transformational journey five years ago. Much progress has been made; we have much more to do. The College has endeavored to provide a snapshot of our journey in the application being submitted to you.

The institution is eager to hear your response and is making plans to attend the January, 2008 Strategy Forum.

We look forward to working with you, your staff, and the extended AQIP team.

Sincerely,



Dr. Conway Jeffress  
President

## AQIP PARTICIPATION APPLICATION

Schoolcraft College

Livonia, Michigan

October 1, 2007

### 1. How does your organization currently demonstrate that it meets each of the Higher Learning Commission's five *Criteria for Accreditation*?

**Criterion One: Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

#### 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- Schoolcraft College's Board-approved Mission, Vision, Core Goals and College Values, referred to as "Mission Documents" are published, in a clear and articulate manner for core constituencies: students, faculty, staff, the K-12 system, institutions of higher education, the business community, tax payers and the general public.
- The College's Mission Documents appear in its catalogs, schedules, Employee Handbook, College website and are visually displayed throughout the campus.
- The Mission Documents, together with policies and procedures, reflect the College's commitment to high academic standards, integrity, student success and diversity. The College's Policy regarding Core Abilities and General Education, for instance, reflects its commitment to provide each student with the opportunity to acquire the knowledge, skills and attitudes fundamental to achieving personal fulfillment and economic success.
- Schoolcraft's Mission Documents are routinely reviewed by the Board, President and Cabinet as part of the College's continuous quality improvement effort to assure that the same reflect current ideology regarding institutional and instructional effectiveness, high academic standards, integrity and student success.

#### 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College's Mission Documents are written with an understanding that every student is different and that there is value in diversity. For example, the Values statement affirms that the College
  - *values diversity in its student body, staff and in its programming*
  - *is committed to having a positive intellectual, social and economic impact on the communities it serves*
  - *encourages lifelong learning, recognizing the fact that each and every student has different needs, desires and resources*
  - *believes that higher education should be accessible to the greatest number of its constituents*
- The College's non-discrimination statement, which is published in college documents, specifically addresses diversity.
- The Board of Trustees has adopted several policies designed to promote and protect a diverse faculty, staff and student body including Procedures and Regulations Governing Students, Staff, Faculty and Visitors of Schoolcraft College, Prevention of Workplace Violence, Nondiscrimination and Harassment and Sexual Harassment.

### **1c. Understanding of and support for the mission pervade the organization.**

- Schoolcraft College's Mission Documents were developed with faculty and staff participation, at the direction of the President and subject to the review and concurrence of the Board of Trustees.
- Redundant publication of the Mission Documents assures the availability of information embedded therein to the core constituencies.
- The College's ongoing performance architecture/mission alignment project, which has driven the development of divisional, departmental and functional statements throughout the College that tie directly to the Mission Documents, has resulted in a greater appreciation of the College's Mission and a greater understanding on the part of individual employees of their role at the College.
- Objectives are built at the divisional and departmental level using mission alignment to assure that the objectives are aligned with the College's Mission Documents and that the resources can be marshaled accordingly for the success of such objectives.

### **1d. The organization upholds and protects its integrity.**

- The Board of Trustees has established core responsibilities which directly relate to the integrity of the institution and serve as elected representatives of public trust, maintain primary fiduciary accountability for the institution, make policies governing the operations of the institution and employ and evaluate a chief executive to oversee all college operations on the implementation of policy.
- The President's Cabinet's purpose is to provide leadership that shapes strategic direction, uses systems thinking and promotes organizational learning to fulfill Schoolcraft College's Mission.
- The College's Vision is to be a first-choice provider of educational services, a competent organization, functioning with integrity, behaving strategically and providing value beyond expectations.
- The College, being a legal institution and sub-component of the State of Michigan, must comply with all applicable local, state and federal laws and regulations applicable to entities of its type, as well as those regulations of non-governmental organizations.
- The Board of Trustees has adopted several policies designed to promote an ethical workplace, including a Code of Ethics, Bylaws of the Board of Trustees, Responsibility of the Board of Trustees, Clery Act Compliance Procedure, Freedom of Information, Conflict of Interest and Nepotism.

## **Criterion Two: Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.**

### **2a. The organization realistically prepares for a future shaped by multiple societal and economic needs.**

- Schoolcraft's President participates in a number of public policy initiatives including legislative task forces and the Midwest Higher Education Compact (MHEC). The group is a multi-state, regional think tank dedicated to understanding the role higher education will play in a knowledge and global economy.
- Schoolcraft's Office of Planning and Research investigates and shares reports from the World Future Society, the Council for Innovation, the Brookings Institution and others. Futurists have been featured speakers at a number of College and professional development events.
- The College has an extremely active, faculty led, International Education Group. Speakers share multiple points of view; helping 4000 students, 50 faculty, staff and administrators discover the opportunities and challenges the College will face.

- Participation on several regional planning groups produces projection documents (to 2030) describing shifts in demographics, tax base, economic structures and technology.
- Emerging jobs, skills and competencies are routinely discussed leading to investment in a new BioTech Center. The Center is designed to have the capacity to deliver current and emerging science disciplines including STEM (Science, Technology, Engineering and Math) and GRIN (Genetics, Robotics, Information Technology and Nanotechnology).
- Schoolcraft College's Board of Trustees, executive-level Cabinet, administrators, staff and faculty are engaged in the planning process. Data reports, trend analysis and benchmarking studies are examined to prioritize institutional objectives. Additionally, input is solicited from K-12 and university partners, advisory groups, governmental entities, vendors, customers and students. An annual report of accomplishments is presented to the Board.
- Schoolcraft College's five-year revenue, expense and fund balance projections are made annually and financial projections are updated frequently throughout the year.
- Schoolcraft College has allocated resources for three breakthrough initiatives. These initiatives include the Performance Architecture System, Strategic Enrollment Management and Core Product Development and Design System.
- Schoolcraft College has allocated resources for professional development, technical and physical infrastructure changes, workforce development and organizational structure changes based on environmental scanning.

**2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

- The goal of maintaining a General Fund Balance of 2 to 3 months of annual operating expenses has been maintained for the last 10 years.
- The College's cash flow is adequate and short-term financing has not been necessary because arrangements have been made with the 15 municipalities to collect property taxes in the summer.
- The College maintains a 5 year plan for major maintenance, renovation projects and capital outlay for new buildings. Input is solicited from college employees, community members and students.
- The College's reinvestment strategy includes reserving funds for technical systems upgrades including routinely scheduled replacement of personal computers, mainframe computers and networked printers.
- Since 1995, 3 new buildings have been constructed and the Library has undergone a major reconstruction. The College funded the cost of these projects (\$57 million) through a variety of innovative ideas without incurring any long-term debt.
- Schoolcraft has decreased its reliance on state funding and has innovatively created revenue streams through its Development Authority and Foundation.
- Schoolcraft recently reviewed its full-time and part-time faculty staffing ratio and hired 14 new full-time faculty.

**2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

- Schoolcraft has developed the Mission Alignment System which aligns every division of the College with the College's mission. This system includes functional purpose statements for all divisions and each divisional department at the College, departmental goals, key performance indicators and process performance measures.
- The College has established an Office of Curriculum and Assessment to provide additional leadership and focus for student learning outcomes.

- Schoolcraft utilizes a program evaluation system (Program Improvement and Performance System) for instruction that defines benchmarks for institutional effectiveness. Continuous improvement on 23 different effectiveness measures (i.e., student success, graduation rates, placement, ROI, enrollment trends, etc.) is monitored by faculty on a yearly basis through the use of a program dashboard. Improvement strategies, targets and goals are established and reviewed each spring.
- Schoolcraft has invested resources in a new faculty evaluation system that measures instructional effectiveness and drives professional development activities across the institution.
- Schoolcraft has instigated a 36 month cycle of administering National Surveys, participates in 3 National Benchmark projects, conducts routine environmental scans and trend analysis as well a comparative analysis of other state and regional higher education institutions.

**2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.**

- As part of its planning process, Schoolcraft has identified 3 Breakthrough Initiatives (BI) which address long-term, critical issues and have a 3 to 5 year life span. Cross-divisional objectives align to these 3 initiatives which are the Performance Architecture System, Core Product Development and Design System and Strategic Enrollment Management. Each initiative is described in detail in the AQIP portion of this document.
- Revenue targets are projected by the CFO in consultation with the President and members of Cabinet. Each department submits budgetary needs allowing a top-down/bottom up review process to occur. Resource allocation is based on a review of all needs in concert with short -and long-term objectives as well as requirements from state and federal mandates.
- Schoolcraft conducts environmental scanning to track trends and societal changes and uses this data in the planning process.

**Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

**3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

- Schoolcraft has adopted the Performance-Based-Learning approach to curriculum design and development. To support these efforts, we are in the process of implementing the Worldwide Instructional Design System (WIDS) which involves a significant representation from faculty and administration. The system will help faculty guide curriculum design by defining performance needs/outcomes at the application and critical thinking levels.
- Schoolcraft utilizes a common syllabus format to communicate the agreed to (and approved) student learning outcomes and related assessments for each course. All section level syllabi must comply with the standards listed in the common syllabus.
- The College has made progress in building a culture of assessment on campus. Events such as “Measure for Measure”, a showcase for faculty to demonstrate classroom assessment techniques, have been held. Many departments utilize standardized exams in common assignments to assess student learning. Data from these exams and assignments are then used to evaluate the relationship between course objectives/outcomes and student learning.
- Schoolcraft College is committed to the belief that a sound education has its foundation in general education and the development of core abilities. By integrating core abilities into all courses and requiring completion of general education courses, Schoolcraft gives students the opportunity to

acquire the knowledge, skills and attitudes fundamental to achieving personal fulfillment and economic success.

### **3b. The organization values and supports effective teaching.**

- On an annual basis, faculty and instructional administrators review the Minimum Competencies required to teach each course. The established Minimum Competencies are used during the hiring and course selection processes to assure that assigned faculty are qualified to teach.
- Schoolcraft is committed to faculty development and provides funding for numerous faculty professional development activities including attendance at conferences, the Faculty Resource room, purchase of journals, books, or other materials, onsite workshops and a very comprehensive program to prepare faculty to teach in the online environment.
- The collaboratively developed Faculty Evaluation System is comprehensive and includes faculty documentation of teaching expertise, content expertise, professional development and service. In this system, faculty are evaluated by an administrator, a peer and by students.
- Each year the College acknowledges outstanding contributions to teaching and learning by nominating two faculty to be the recipients of the National Institute for Staff and Organizational Development (NISOD) Excellence Award. The College also encourages faculty and staff to participate in the Galileo Leadership Academy. Sabbatical leaves are available to faculty to pursue professional development opportunities.
- The Instructional Support Services and Academic Computing/Information Services departments strive to make available the latest technologies for faculty use in the classroom. Up-to-date computers, software, data projectors, DVD players, document cameras, smart boards, team boards, movable furniture, etc. all assist in allowing faculty to integrate new instructional methods and multimedia presentations into the classrooms.
- Many faculty, administrators and staff participate in regional and/or national organizations relevant to their discipline through membership and attendance at meetings, workshops and conferences.

### **3c. The organization creates effective learning environments.**

- The Schoolcraft College International Institute (SCII) promotes cross-cultural learning activities both on-and off-campus, internationalizes relevant courses, initiates new courses and certification programs for students and facilitates relevant faculty professional development opportunities. Three major international cornerstone initiatives are the Multicultural Fair, Focus Series and Global Endorsement which involved over 4,000 students and 50 faculty members last year.
- Schoolcraft Scholars Honors Program is designed to provide talented, academically-motivated students with an enhanced educational experience. In an environment that promotes scholarship and community, scholars interact with peers and honors faculty, are challenged to grow intellectually, increase their awareness of the society around them, question the status quo, think critically, work collaboratively and become involved in the community through service-learning projects.
- Schoolcraft is a member of the Michigan Campus Compact. The Compact is the state's support organization for service learning in higher education which is integrated in almost every division of the College.
- The Student Activities Office (SAO) values diversity and considers honoring and understanding cultural differences an integral part of the leadership development process. Forty percent of the student groups on campus have cultural and religious affiliations.
- The Counseling Center provides quality services and professional staff to assist students in developing meaningful educational, career and personal plans which are compatible with their life goals.

- Continuing Education & Professional Development (CEPD) offers a wide range of continuing education activities to over 15,000 students annually. The curriculum and community events meet the ever-changing educational needs of the community. CEPD classes are open to students of all ages and do not require a formal admissions process.
- Student support services are widely available on both campuses and via the Internet. Wireless network service, online services through our Website, [www.schoolcraft.edu](http://www.schoolcraft.edu) and BlackBoard, a web-based course management system, are all used to support flexible teaching and learning support services.
- Many departments have outside advisory groups made up of members from the surrounding professional community. The advisory team's review of Schoolcraft's programs, offerings and policies help the College ensure curriculum is current and the skills and competencies most needed are being addressed.

### **3d. The organization's learning resources support student learning and effective teaching.**

- Learning Support Services (LSS) provides assistance for all students at all ability levels, including academic skills assistance, academic support for athletes, English as a Second Language support, mentoring, University Bound program, Collegiate Skills courses and workshops, counseling for students with disabilities, electronic portfolios and tutoring. LSS collects data to monitor its effectiveness with student and faculty evaluations and focus groups.
- The College has various non-teaching staff dedicated to lab coordination, lab maintenance and general management of the specialty labs. The College provides design and duplication services to assist faculty in creating classroom materials and specialized low volume marketing materials for recruitment to special courses or to unique market segments.
- The IT staff maintain all campus computers, the campus network and related hardware. The department has a strong focus on maintaining a secure computing environment for all users. The media staff supports all instructional technology (except computers) and provides real time assistance to faculty whenever instructional equipment fails. The department also takes responsibility for introducing and evaluating new instructional technology.
- Labs are available, equipped with up-to-date technology and equipment and are regularly renovated. Over 1200 computers (with up-to-date software programs) are available for student use.
- A recent \$3M Library renovation increased the College's ability to offer a wide array of Information Communication Technology services including expanded access to data and information via the Web. The physical environment is designed to encourage collaborative research, ease of use and ubiquitous technology. Librarians have been assigned as department/discipline liaisons to aid faculty and students in accessing information/resources.
- Externships, internships, practicums and capstone courses provide students with hands-on experience and an understanding of industry standards and requirements. The nursing and allied health programs coordinate the efficient use of clinical practice sites.
- The College has established an Equipment Committee that meets regularly to determine equipment priorities for labs and classrooms across campus, identify funding sources for the equipment, establish timelines for the equipment purchases and identify infrastructure changes necessary to support new equipment.
- The College has established a Facilities Renovation Committee that meets regularly to determine priorities for campus-wide classroom and lab renovations, establish faculty/management subcommittees to develop the design strategies related to these renovations, establish timelines for these renovations, coordinate schedules and monitor progress on the renovations and communicate progress throughout the campus on the status of the various renovations.

**Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

**4a. The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.**

- Schoolcraft College acknowledges and celebrates educational accomplishments of students, faculty, employees, administrators and graduates through board reports, graduations, newsletters and celebratory events.
- Schoolcraft College's board approved budget includes funding for an array of professional development opportunities, within and outside the College. Examples of these opportunities include: enhanced tuition reimbursement for all employee groups and their families, faculty resources & room, Strategic Enrollment Management workshops, Galileo Project, Continuing Education Professional Development offerings and College-wide sponsored educational events.
- The Schoolcraft College Foundation annually offers over 450 student scholarships.
- Schoolcraft College is constructing a state-of-the-art, "green" bio-technology center, to be completed 2008. This center will provide students, faculty and the health industry space to explore, learn and research new areas in science, mathematics and technologies.

**4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

- All Schoolcraft College associate degrees require students to successfully complete general education courses (composition, humanities, mathematics, science and social science) as well as program specific educational experiences.
- Faculty are reorganizing the core skills (communication, critical and creative thinking and interpersonal skills) program by incorporating and reinforcing faculty sanctioned core abilities (communicate effectively, think creatively and critically, use technology effectively, use mathematics, manage information, work cooperatively, act responsibly and demonstrate social and cultural awareness) within courses.
- Schoolcraft College has allocated resources for the creation of a curriculum and assessment office to support and assist faculty in curriculum development and enhancement especially in the area of performance-based learning and student learning outcomes assessment.
- Schoolcraft College supports faculty initiatives to strengthen/enhance curriculum and respective co-curricular activities. Global Endorsement Certificate Program, Pageturners and Discipline Specific Student Clubs are some examples of these initiatives.

**4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.**

- Schoolcraft College supports the integration of service learning, honors projects and practicum experiences within the curriculum. Feedback from community members' participating in these projects is utilized to strengthen programs.
- Established advisory boards annually review career programs and their respective curricula requesting revisions and/or approving curriculum to assure students are prepared for the work environment which helps the College incorporate external standards in curriculum design.
- The President and Dean of Instruction sanction all courses, certificates and degree programs prior to implementation after the faculty-driven Curriculum Committee reviews and recommends. The Board approves all new programs.

**4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

- Schoolcraft College expects integrity and ethical behavior on behalf of all employees and students, as outlined in documents, such as: catalog, policies & procedures, course syllabi and website material.
- Schoolcraft College has allocated resources to ensure tools are available for faculty, students and employees to obtain and apply what is learned responsibly. Examples of resources include: library materials and staff, media and technology policies, tutors and writing fellows.
- The Offices of Enrollment Management, Instruction and Curriculum and Assessment assure collaborative curricular and co-curricular activities occur to supplement opportunities for students, faculty and employees to apply, model, revise and reinforce integrity and ethical behavior. Athletics, Phi Theta Kappa, student clubs, student newspaper, academics and work study program are just some of the areas where this collaborative opportunity occurs.

**Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

**5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

- Schoolcraft College engages in research to gain a clear understanding of the demographics of the community it serves. It is currently working with a vendor to analyze internal data, define current markets for the College, assess market penetration, forecast future markets and analyze marketing materials by market segment.
- Schoolcraft engages the community it serves through advisory committees and groups, numerous events such as the Culinary Extravaganza, free concert series, Santa and Bunny Breakfasts, College Night and Middle School College Night, a wide array of continuing education offerings and numerous service learning activities that contribute to student learning as well as the surrounding community.
- Schoolcraft responds to the diversity of its constituencies by offering programs designed to meet the needs of specific groups (e.g., Kids on Campus, Coffee and Conversation for Senior Citizens, Return to Learn Scholarships targeted for adult students) and to demonstrate appreciation of other cultures such as the many events sponsored by the International Institute.

**5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

- Students, staff, administrators and faculty are engaged with the community through such activities as the Season of Nonviolence, Multicultural Fair, Pageturners book club and College Goal Sunday.
- A commitment to service learning is the hallmark of Schoolcraft's Honors Program and the Phi Theta Kappa honor society. Schoolcraft is a member of the Michigan Campus Compact and the College has an Americorps VISTA volunteer on campus, involving people inside and outside the institution in such activities as Reality Store project, Red Wagon literacy outreach and holiday gifts for homeless shelters.
- The Office of Planning and Research conducts scheduled surveys on student engagement, satisfaction and effectiveness and participates in benchmark projects such as the Kansas Study and the National Community College Benchmarking Project.
- The College's Small Business Technology Development Center, one of 13 in Michigan, works directly to support entrepreneurial efforts, small business growth and expansion, procurement of

government contracts and provides a platform to define entrepreneurial offerings that are integrated into core curriculum.

**5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- The College collaborates with baccalaureate institutions in order to offer articulation agreements that facilitate a seamless transfer from Schoolcraft to the 4-year school. There are 53 university articulation agreements currently in effect. The College frequently hosts recruiters on campus from area universities, holds Transfer Expos in the fall and spring and sponsors the largest College Night in Michigan.
- Partnerships with the K-12 system are strong, as evidenced by such programs as the Bridge Partnership (testing 10<sup>th</sup> grade students to provide early intervention with the goal of increasing readiness for college), Women on the Way (WOW) a program designed for at-risk high school juniors and the Summer Readiness program with Wayne Memorial High School's Upward Bound program. The College also has 26 articulation agreements with 11 area high schools.
- Data from transfer institutions indicates that Schoolcraft graduates do as well as or better than native students at the baccalaureate institutions. The College also has an increasing number of guest students who take classes at Schoolcraft during the spring and summer terms.
- Community leaders actively serve on the Board of Trustees, the Foundation Board, as volunteers in the Women's Resource Center, program advisory committees and as participants in various event-focused committees.

**5d. Internal and external constituencies value the services the organization provides.**

- Six months after graduation, Schoolcraft College surveys its graduates to determine their satisfaction levels with college programs and services and to ascertain their employment status.
- Service learning programs such as the American Red Cross Blood Drive, Friends of the Rouge River, Red Wagon Book Drive and the Reality Store receive positive feedback from the community.
- The College's Business Development Center conducts contracted training; other examples of economic and workforce development initiatives include the Procurement Technical Assistance Center, Export Resource Center, Entrepreneurial Services and the CHIPS program sponsored by the Women's Resource Center.
- This year the College has developed 18 new courses and 7 new programs (including Massage Therapy, Aviation Management and Homeland Security) in response to the needs of the community. Eleven new short-term certificate programs have been developed that meet the needs of students who are anxious to get into (or back into) the workforce quickly. Enrollment in these programs has been encouraging.
- Schoolcraft has a wide range of events and programs that appeal to the dynamic nature of its constituents. Day and evening concerts, a popular student-run restaurant, a craft show, dinner theatre, jazz festival, golf outing and international dinners are just a few examples.
- Schoolcraft is a resource for the community. Numerous groups rent buildings or rooms at the College for a variety of training, educational and social events. A centralized process insures that facilities are prepared according to the expectations and specifications of external customers.

**2. Answer both parts of this question candidly and substantively.**

**2A. Through what specific actions has your organization demonstrated its responsiveness to the Commission in addressing specific accreditation concerns or challenges identified by the Commission's last comprehensive evaluation?**

The 2001 Commission Assurance report for Schoolcraft College outlined four challenges requiring Commission follow-up.

The identified challenge for Criterion One was related to capacity issues with some specific mention of alternative modalities. The College has made many improvements in the design and development of online courses. Faculty are actively engaged in these processes and have strong representation on the Online Instruction Committee. As a component of the Core Product breakthrough initiative, the College is instituting a research-based New Program Development Process that incorporates environmental scanning of economic development and workforce issues on a state and regional level. The program review process is used to make decisions about whether programs continue to be viable in their current format or need to be revised or eliminated.

The identified challenge for Criterion Two was related to succession planning. The College has taken steps to ensure seamless transitions and succession planning through two processes. First, the College uses a comprehensive evaluation system with targeted goals and objectives to provide feedback to administrators regarding both areas of strength and developmental needs. Next, this evaluation process is the catalyst for numerous professional development opportunities made available to administrators and funded by the College. These include credit courses, workshops, seminars and on-campus professional development activities. Additionally, discussions are held on an on-going basis between the President of the College and various executives, including the Executive Director of Human Resources, about retirements anticipated in the next 3 to 5 years and plans for the development of administrators to fill those positions. These discussions include the review of skill sets, knowledge and areas of expertise of likely successors. Finally, wherever feasible, administrators are encouraged to work collectively on projects as opportunities for cross-training and the development of new areas of knowledge and expertise.

The identified challenge for Criterion Three was related to Student Learning Assessment and this challenge required a monitoring report. The monitoring report focusing on assessment implementation was completed and submitted prior to the 5/1/03 due date. The report was reviewed and accepted by the Commission with no further reports requested.

The identified challenge for Criterion Four was related to merging "old planning processes" with the "new, generative" planning model. The College has been successful in restructuring and refocusing its planning processes. The Office of Institutional Research and Strategic Initiatives were merged to become the Division of Planning and Research. The primary function of this office is to produce processes, tools and systems that help the College define and build its future. Developing a comprehensive, forward thinking, inclusive planning process has been a primary focus for the College.

The President routinely maps, in some detail, the strategic direction of the institution in all staff meetings. He also talks candidly about the institution's collective challenges and celebrates successes.

A new College mission and core purpose was introduced to 125 employees for input and feedback. The President's Task Force, whose members included administrators and faculty, produced strategies to develop planning models that included performance measures, data-driven decision making and functional-relationship maps resulting in the Mission Alignment and Performance Architecture Initiatives.

**2B. What specific actions or activities are you planning to take in order to address any accreditation concerns or challenges from the Commission's last comprehensive evaluation that are still active issues?**

The Breakthrough Initiatives mentioned throughout this application represent the College's systemic approach to addressing active issues. For example, the Core Product Development and Design and the Strategic Enrollment Management initiatives both include component parts that will inform our approach to future capacity issues. Student learning outcomes assessment is an integrating thread in the Curriculum Design and Development Initiative. As mentioned previously, the Performance Architecture Initiative provides a framework for systematic, evidenced-based planning.

**3. Why does your institution wish to participate in AQIP? What benefits do you hope to gain as a consequence of participating?**

Schoolcraft aspires to become a knowledge-driven organization, grounded by a culture of evidence and innovation; motivated by a desire to produce an effective, relevant, value-added higher education product. Our mission is to provide a transformational learning experience so individuals and groups can achieve their intellectual, social and economic goals.

The College believes that AQIP is the accreditation process that will best support and enhance its efforts to reach this goal. The AQIP System takes into account the unique characteristics and qualities of all higher education institutions. Schoolcraft believes this AQIP attribute will support the College's innovative approach to quality which includes the application of theory from public and private sectors like Balanced Scorecard and Business Intelligence. AQIP also holds all institutions responsible for executing a standard set of common principles. This AQIP attribute reinforces the College's determination to collect, produce and use data and information in a more effective way.

The AQIP process will also extend the College's framework for internal and external iterative review. AQIP will reinforce the need to set performance targets, to analyze data, to synthesize systems and to act collaboratively. It will help advance the notion of transparency. It will help further sharpen and articulate roles and responsibilities. Finally, by participating in AQIP, Schoolcraft is sending a clear message to employees, stakeholders and learners that the College is serious about its commitment to continuous improvement and organizational transformation.

**4. Since broad understanding of, support for, and commitment to a continuous improvement approach and AQIP are essential for their success, what is the current level and extent of these elements in your organization? What is the evidence that key groups in your organization (e.g., Board, CEO, senior leaders, faculty, and staff) understand the nature of continuous improvement efforts and the demands of AQIP?**

The President and senior leaders have been instrumental in building a performance-based organization. Cabinet members, in their roles as division leaders, embraced and supported the Mission Alignment Initiative. Over a two-year period, each division and department worked in a collaborative environment to articulate functional purpose in relationship to mission.

Although the Mission Alignment work was essentially driven by staff (a "bottom up model"), Cabinet members were full participants in the process. They modeled systems thinking and organizational learning. They facilitated consensus. Through word and action, they stressed the importance of the work. The result is a tool that shows inter- and intra-departmental relationships and helps people all across the institution see how their work supports achieving Mission. The Mission Alignment structure now functions as a primary tool used in organizational planning and learning.

The President and Cabinet drove the development of 3 Breakthrough Initiatives (BI) which the President rolled out to the entire community in January, 2007. These initiatives are now the cornerstone of the College's quality work. They are modeled on AQIP Action Projects. Each are led by a Cabinet member and are designed to address critical business issues like quality of instruction,

external pressures from stakeholders, changes in demographics and the need for new revenue streams. They are long-term in nature. They provide a framework and focus for other projects. Each initiative functions as a system integrator. They also provide a place for administrators, faculty and staff to engage directly in organizational development and improvement.

- **Performance Architecture BI** addresses the need for more deliberate planning, data-driven decision making, analysis of standards, assessment metrics and feedback loops, coordination of improvement strategies and integration of learning to produce process improvement. Sub-projects include Data Improvement, Benchmark Projects, Business Intelligence, Environmental Scanning and Knowledge Management.
- **Core Product Development and Design BI** addresses the need to assess the effectiveness and quality of instruction at all levels, to respond to local, regional and national economic needs by infusing broad, transferable skills in all curricular offerings, to adapt quickly to varied instructional intents and mission, integrate learning theory in all practice, be anticipatory and agile. Sub-projects include WIDS integration, Program Development and Design System, Economic Development System.
- **Strategic Enrollment Management BI** addresses the need to anticipate shifts in stable markets, tax base and demographics, to manage growth through a mix of recruitment and retention strategies, to enhance effective student decision making and to shape resource generation and allocation. Sub-projects include Life Map and Market Analysis System.

The President and Board endorsed a new approach for building objectives. This approach emphasized the interplay of “the long view” and annual activities. Each division and department identified objectives that supported the implementation of the Breakthrough Initiatives as well as those supporting business continuance and incremental improvement activities within systems. Cabinet members all share, through objectives, a responsibility for the success of the Breakthrough Initiatives and their sub-projects.

**5. What are your plans for integrating participation in AQIP into your organization’s current agenda? Are there major events on the horizon (e.g., a change in leadership, a major contract negotiation, budget cuts), and how are you planning to address them or integrate them into your quality efforts?**

The College does not anticipate any major events that might deter the institution from its resolve to become a knowledge-driven, continuously improving, learner focused organization. Sound financial management provides resources, even as state and federal funds diminish. The College will continue to invest in talent, training and infrastructure that support quality efforts.

At the administrative level, the President, Deans and all Associate Deans have attended AQIP training. Many Directors are drivers of BI sub-projects. Faculty are fully engaged in the building curriculum through the WIDS project. All four bargaining units contain leaders who played a role in developing the Breakthrough Initiatives and will continue supporting implementation. These people are champions, thought leaders and are/will be instrumental in ensuring AQIP principles are fully integrated organization-wide.

**6. How are you planning to organize your quality effort? Explain which current or new structures (committees, systems, etc.) you will use to organize and run your improvement efforts? What organizational systems, structures, and other resources (e.g., a quality council, quality “champions,” task forces, training programs, etc.) currently exist or are planned that will sustain your continuous improvement efforts?**

Schoolcraft’s approach to quality may be a bit unconventional but is based in sound organizational development research. The institution believes quality and improvement behaviors are shaped by systems, processes and environments and should (ultimately) be ubiquitous.

Breakthrough Initiatives will continue to provide a consistent structure to establish quality targets and hone quality standards. They also provide a variety of venues for employee learning opportunities. In particular, the Strategic Enrollment Management (SEM Sessions), a monthly, open forum to learn about and discuss SEM, WIDS Faculty Training, bi-monthly Key Performance Indicator (KPI) Workshops and the bi-monthly Cabinet Performance follow-up meetings will function as quality forums.

The entire campus community will be involved in self-assessment using the AQIP Examiner. The College plans to build dialogue groups to discuss the results of the self-assessment and to help lay prepare for the January Strategy Forum.

Finally, Schoolcraft plans to increase knowledge management and organizational learning capabilities by investing in the acquisition of business intelligent tools, environmental scanning tools, technical staff and employee training so people can capture and share knowledge and information.

**7. Prior to attending a Strategy Forum, how are you planning to meet AQIP's requirement to conduct a preliminary self-assessment from a systems- or process-focused perspective, one that includes input from perspectives external to the organization?**

Schoolcraft plans to use the AQIP Examiner as its primary self-assessment tool. The College is also planning to invite stakeholders and students to "Café Conversations" as part of our self-assessment process. If appropriate, the institution will incorporate responses from other surveys that might have a bearing on self-assessment.

**8. Prior to attending a Strategy Forum (within the 12 months following admission), how will your organization identify issues, challenges, problems, or opportunities that might become Action Projects?**

- Schoolcraft will continue to define Key Performance Indicators which expose issues and opportunities.
- WIDS Training and SEM Sessions will be used for this purpose as well.
- A new Council for Emerging Economic Development (CEED) is scheduled to launch in Fall, '07. This group will examine the College's expanded role in regional economic development. The output from this group will be a part of the New Program Development and Design System. The College is currently using an outside firm to conduct a comprehensive market analysis.
- The Office of Planning and Research will continue to engage in public policy analysis and trend analysis. For instance the office introduced STEM (Science, Technology, Engineering and Mathematics) and GRIN (Genetics, Robotics, Information Communication Technology and Nanotechnology) to the College PRIOR to many 4-year counterparts.
- Analysis reports are distributed organization-wide. The new format encourages the reader to think the research through a variety of points of view. These reports are designed to engage the college community in a discussion about the implications of research.
- The President is extremely active as a member of two legislative Task Forces. The 8 member group crafted funding and policy legislation that became law. He also serves as Michigan's representative to the Midwest Higher Education Compact, a consortium of mid-west states driving regional higher education cooperation.
- The College habitually engages in debrief discussions to expose systems issues, identify opportunities and to define implications and lessons learned. The College will capture the output more formally and use this information to help prepare for the Strategy Forum.

*When you submit this application, please name a formal AQIP Liaison for your organization – someone who is centrally involved in your quality initiative. (It need not be the CEO or chief academic officer. We intend to continue to communicate closely with your CEO, CAO, and other members of your leadership, but we must have someone we can call or email directly regarding details of your relationship with AQIP. You inform AQIP whenever you change your AQIP Liaison.)*

**Contact Information for Organization's AQIP Liaison:**

Ms. Susan Lupo  
Salutation, Name

---

Executive Director of Planning and Research  
Job Title of Liaison

---

Schoolcraft College  
Organization Name

---

18600 Haggerty Road  
Office address

---

Livonia, Michigan 48152-2696  
City, State, Zip

---

(734) 462-4534	(734)462-4561	slupo@schoolcraft.edu
Office phone(s) and extension(s)	Office fax	Email address

---

**Name and address to which AQIP should send invoice for application fee of \$275:**

Dr. Conway Jeffress      President  
Salutation, Name, Title

---

Schoolcraft College  
Organization Name

---

18600 Haggerty Road  
Office address

---

Livonia, Michigan 48152-2696  
City, State, Zip

---

Before you email your *Participation Application* to AQIP@hlcommission.org, make certain it has been reviewed and approved by your organization's CEO.

## **UNDERSTANDINGS AND EXPECTATIONS OF PARTICIPATING ORGANIZATIONS**

A Participating Organization is one that elects to maintain its accreditation with the Higher Learning Commission by regularly providing the Academic Quality Improvement Program with evidence of the vitality of its academic quality improvement initiative and the results that initiative has achieved. Participation is subject to approval by AQIP and the Commission. The Academic Quality Improvement Program's goal is to create a culture, a set of shared understandings, with its Participating Organizations that will:

1. **enhance** communication, ongoing learning, and public understanding of systematic academic quality improvement;
2. **encourage** systems-thinking and provide resources that will stimulate continuous improvement and accountability;
3. **promote**, within and among organizations, a culture of involvement and shared responsibility for academic quality, and
4. **develop** the critical judgment, skills, and capabilities required for systematic quality improvement.

These understandings and expectations relate formal points of agreement between AQIP and the organization that establish the conditions for this accreditation process.

**To support Academic Quality Improvement Program operations and activities, the organization will:**

- identify an official organizational liaison with AQIP and the Commission, notifying AQIP promptly of temporary or permanent changes affecting this liaison role;
- participate in all scheduled AQIP activities (e.g., Strategy Forum, Systems Appraisal, Annual Updates, Checkup Visit, Reaffirmation of Accreditation), which are essential to the operation of this accreditation process and required by AQIP for its accrediting determinations;
- inform AQIP promptly of major organizational conditions, events, or changes that could negatively affect the organization's viability, operations, or quality improvement efforts;
- pay fees charged for participation in AQIP Workshops, Appraisals, and other activities promptly; and
- continue to meet the Commission's *Criteria for Accreditation*, responding promptly to any inquiries the Commission receives regarding possible violations of these fundamental Commission membership expectations, and observing other Commission policies and obligations

of membership (e.g., concerning organizational change and dynamics, annual report, complaints, public information, etc.).

**To respond to an organization's needs and requirements, the Academic Quality Improvement Program, its staff, and the Higher Learning Commission will:**

- collaborate with a participating organization to help it accomplish its goals;
- make information about an organization public only with the organization's consent;
- respond energetically, quickly, and courteously to requests by a Participating Organization for assistance or information in all quality-related areas;
- keep program costs and the fees charged to a Participating Organization as low as possible, thereby promoting opportunities for broader involvement in AQIP's activities and services; and,
- share information on organizational quality improvement by identifying, evaluating, validating, and sharing best and innovative practices discovered by participating and partnering organizations.

**The Higher Learning Commission agrees to:**

- maintain the organization's AQIP participation so long as the organization continues to take part in AQIP activities and provides AQIP with credible evidence justifying continuation;
- indicate in the organization's Statement of Affiliation Status (SAS) under a section titled "Next Reaffirmation of Accreditation," the scheduling of the date for a reaffirmation seven academic years in the future;
- transition the organization, after appropriate notice and consultation, to the standard accreditation process if (1) the organization so requests, (2) the Commission has evidence that the organization is no longer continuing in its good faith effort to participate in AQIP according to the terms of these understandings and expectations; or (3) AQIP review for Reaffirmation of Accreditation shows a lack of progress in continuous quality improvement and that the organization or the Commission would be better served by a standard process;
- if the organization has participated in AQIP for five years or more, to schedule its next comprehensive visit five years after the year it leaves AQIP; or
- if the organization has participated in AQIP for fewer than five years, to schedule its next comprehensive visit either for the year that it was originally scheduled before the organization joined AQIP, or at least one full year after the year the organization ceases to be an AQIP participant, whichever is later.

The Commission continuously re-examines its programs and processes to make changes and corrections where appropriate. In the event the Commission makes changes that will affect this agreement, the Commission agrees to notify Participating Organizations in advance of implementation and allow a reasonable period of time for organizations to make appropriate adjustments or request transition to a standard process.

**APPLICATION AFFIRMATION**

I affirm that the application emailed to AQIP@hlcommission.org presents our institution accurately, and that we agree, if admitted, to abide by the *Academic Quality Improvement Program Understandings and Expectations* and to:

- commit to a systematic initiative to improve continuously our academic and related processes and their results;
- engage faculty, staff, and other constituents in defining and implementing quality improvement efforts so that an institution-wide culture and understanding of systematic academic quality improvement evolves;
- promote and provide broad-based involvement in activities and in professional development that builds awareness and understanding of the principles and practices of systematic quality improvement at all levels of the institution; and
- establish systems for communication across staff, students, and other constituents and stakeholders regarding our institution's involvement and progress in systematic Academic Quality Improvement.



9/27/07

---

Signature of Organizational CEO

Date

---

Dr. Conway A. Jeffress, President

Printed/Typed Name and Title

---

Schoolcraft College

Name of Organization

---

18600 Haggerty Road

Address

---

Livonia, MI 48152-2696

City, State of Organization, ZIP code