



# Strategy for Action Workbook Schoolcraft College, MI

## A. Schoolcraft College's *Present*

### 1. Distinctive organizational features

Schoolcraft College 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 to individuals and groups so they can achieve their intellectual, social and economic goals.

In 1964, voters in Livonia, Michigan established a tax base to support the development of Schoolcraft College even though a county-wide community college already existed. Schoolcraft is one of three community colleges in Wayne County, Michigan all located close to freeways, all drawing from a mix of metropolitan and suburban populations. Each represents only part of the county which is unique. Schoolcraft serves the educational and economic development needs of both blue collar and white collar clientele drawing students from 6 school districts. Our counterparts serve either a primarily blue collar population or a primarily white collar population. The College is governed by a locally elected Board of Trustees.

Schoolcraft delivers instruction from two locations; the main campus occupies 185 acres in Livonia, and our extension center, Radcliff, sits on 17 acres in Garden City. The College is surpassed by only one other institution in the state in the number of online courses it delivers. Other delivery systems include Open Entry/Open Exit and hybrid courses.

Student feedback surveys tell us the College (its staff and faculty) are extremely helpful, friendly, knowledgeable, caring and giving. Schoolcraft is known for superior customer service, for its safe campus and its quality instruction.

We continue to experience record enrollments. When examined in the context of the state economy, high enrollment numbers are a mixed blessing. Michigan has the highest unemployment rate in the nation and an economy based heavily on manufacturing. In southeast Michigan, over 85% of jobs are in some way connected to the automotive industry. Out-migration of 18-35 year olds plagues the area. Some projections indicate that by 2015 the majority population in our service area will be 65 yrs of age or older. Currently, the median household income is around \$66,000; 36% have children living at home, 40% do not. Fifty-nine percent of our service area have attended college but have no degree. Seven percent hold associates degrees, 21% bachelors' degrees and 12% graduate or professional degrees.

As the state's economy diversifies, the need for degreed people with STEM (Science, Technology, Engineering and Mathematics) and GRIN (Genetics, Robotics, Information Technology, Nanotechnology) skills will increase exponentially. In response, Schoolcraft is completing a 45,000 sq. ft. Bio-Tech Center; an environmentally "green" building. The Center will specialize in the delivery of STEM and GRIN instruction.

Over the last five years, Schoolcraft has examined both public and private sector quality models. We adopt from both to develop the organization. Core product, debrief, systems thinking, service, value-added and ROI are terms that are a common part of our lexicon.

The President and senior leaders have been instrumental in building a performance-based organization. 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 ("bottom-up model"), Cabinet members were full participants in the process. 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 three Breakthrough Initiatives (BI) which the President rolled out to our community in January, 2007. These initiatives are the cornerstone of our quality work and are modeled on AQIP Action Projects. Each is led by a Cabinet member and is 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 sub-projects. Each initiative functions as a systems integrator.

- **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, Business Intelligence/Key Performance Indicators (KPI), and Environmental Scanning.*
- **Core Product Design and Development 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 Worldwide Instructional Design System (WIDS) integration, Program Development and Design System and 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.*

Schoolcraft is a financially sound institution. We are debt free. In 1986 the College created its Land Development Authority in order to lease 17 acres on the north side of campus to private developers. In 2003 an additional 45 acres was leased resulting in revenues of \$8,803,000 to date. Our strategic reinvestment is also reflected in our state-of-the-art facilities; a \$28M training center (VisTaTech), a new \$13M Bio-Tech Center, \$1.5M spent annually on renovations, all classrooms are "smart rooms;" \$500K on equipment; over 1,900 computers (976 in labs) replaced every 3-4 yrs; major expansion of broadband capacity.

Most importantly is an investment in talent. We have an excellent faculty and staff. People are committed to the institution, are long-term employees and often describe the College as "family." However, we are aware that competition for skilled employees is increasing. Our investment in professional development exceeds \$375K annually.

A final distinguishing characteristic is a proactive involvement in the development of public policy. The College has two staff members dedicated to monitoring and analyzing public policy trends (state and federal) and often engages University of Michigan graduate students to produce policy briefs. Our President serves as one of 6 delegates to the Midwest Higher Education Compact; a think-tank dedicated to the development of multi-state educational collaboratives. He was instrumental in the development of a performance-based funding formula now governing state appropriations. Dr. Jeffress will serve as the incoming Chair of the Michigan Community College Association.

## 2. Scope of educational offerings

- 44 Credit Associate Programs
- 59 Credit Certificate Programs
- 10 Credit Skills Certificate Programs
- 66% of credit students are enrolled in transfer programs; 34% in occupational programs

## 3. Students

### Credit

- Fall student population: 11,500 undergraduate; unduplicated enrollment for FY 2006-2007 was 18,000
- Fall FTE: 7,488
- 37% of our students are 25 and over; 63% are 24 and under
- 44% of credit population is male; 56% is female
- 36% of our students are enrolled as full-time; 64% part-time; 5% are concurrently enrolled (two or more institutions at the same time)
- 58% are in-district residents; 40% are out-of-district residents; 2% are out-of-state
- 60% require some type of developmental education; 35% are below college level in two or more basic skills
- The College has experienced an increase in minority students since 1995 from 8% to currently 14% of our total student population. Our service district has a 9% minority population. Our market penetration for minorities is higher than our district benchmark.

### Non-Credit

- 6,661 classes have been delivered in the last 5 yrs serving around 15,000 students annually
- During FY 2006-2007, 107 people received corporate training resulting in \$886K in corporate training funded by the state
- Average student age is 42; 25% are male while 75% are female
- 53% are in-district residents while 47% are out -district
- 1,000 senior citizens enrolled per semester in non-credit offerings
- Our Small Business Technology Development Center (SBTDC) served 1,751 clients over the last five years and delivered over 266 courses. We helped over 52 entrepreneurs engage in successful start-ups in the 2006-2007 fiscal year. SBTDC has assisted local companies in creating/retaining 393 jobs in the same calendar year.
- Schoolcraft's Procurement Technical Assistance Center (PTAC) served over 1,445 clients helping them secure over \$207,894,037 in government contracts and delivered 156 courses over the past five years.

## 4. Collaborative or partnership arrangements

**SBTDC/PTAC:** The College functions as one of 13 state-wide Small Business Technology Development Centers dedicated to increasing the number of technical businesses launched in Michigan. SBTDC also provides consultation to existing small businesses. PTAC is a partnership with the state designed to help local businesses secure state and federal government contracts.

**Schoolcraft Foundation:** Over 1,400 people contributed to the foundation in FY 2006-2007. The value (to date) of the endowment is \$10,500,000. The Foundation funds competitive grants to faculty

and staff resulting in \$474,400 awarded during the past five years. Over the last five years the Foundation has contributed over \$5M to the College.

**MACRAO (Michigan Association of Collegiate Registrars and Admissions Officers):** A collaborative between 2-and 4-year colleges and universities creating streamlined and standardized transfer agreements across all 28 community colleges and 15 colleges and universities.

**Eastern Michigan University/University of Michigan Dearborn:** Primary transfer recipients.

**Lawrence Technical University/Walsh College/Cleary University:** Private college partnerships that deliver instruction on our campus; have articulation agreements and/or offer joint degrees and 3+1 agreements.

**MCCA (Michigan Community College Association):** Instrumental in developing and influencing public policy. Schoolcraft's President serves on the Executive Committee, as Chair of the Appropriations Committee; Vice-Chair of the Board of Directors and is incoming President.

**Benchmark Projects:** Schoolcraft currently participates in the National Community College Benchmark Project, the Kansas Study, the Consortium for Student Retention Data Exchange, Noel Levitz student and employee surveys, CCSSE, CCSFSE, SENSE and the AQIP Examiner.

**MCCLVC (Michigan Community College Virtual Learning Collaborative):** Provides a single-point of access for all distance learning classes offered by Michigan Community Colleges.

**MHEC (Midwest Higher Education Compact):** A regional think-tank dedicated to creating multi-state regional higher education partnerships.

#### 5. Faculty and staff (January, 2007)

- Schoolcraft employs 94 full-time teaching faculty and 381 part-time faculty
- 8 counselors and librarians
- 65 of our employees are office/clerical
- 116 people work as classified employees
- We have 49 employees in facilities management
- The College has 43 administrators
- There are 5 bargaining units on campus: administrative, faculty, office/clerical, food service and facilities.

#### 6. Three operational environment requirements

- State program accreditation
- Higher Learning Commission accreditation
- Special licensure e.g. Nursing, Fire, Police Academy, Health Information Technology, Medical Assisting

#### 7. Three important competitors

- Wayne County Community College, Henry Ford Community College and Oakland Community College; all within 30 miles of the Schoolcraft. The combined enrollment of these four institutions is equal to approximately half of the Michigan's community college population.
- 13 other higher education institutions (public and private) within our district's borders
- More than six public and private institutions now compete with our flagship program, Culinary Arts

## **8. Three important opportunities and three critical vulnerabilities**

### **Opportunities**

- Expand program offerings to include BSN; enhance and build STEM and GRIN instructional capacity; anticipate the decline in traditional students and build products that recapture people as they age.
- Build competitive cooperation models and partnerships to leverage regional resources including the development of standardized curriculum within the region, to anticipate the eventual integration, mergers, and acquisitions of Michigan's higher education enterprises.
- Implement a Strategic Enrollment Management model to manage growth; focus product development/elimination; produce a new model of self-directed service.

### **Vulnerabilities**

- State economy continues to decline producing a perfect storm; out-migration in our service delivery area, declining support from the state, dwindling property tax revenues. Current forecasting models do not reflect sufficient sophistication and/or creativity to face the crisis.
- An aggressively competitive higher education market means increased competition for students, for talent, for state support, for other resources, coupled with a sense of complacency due to continued record enrollments and no defined/obvious competitive advantage.
- Flat organization; thin structurally with no bench or succession plan; looming retirements throughout the institution; significant amount of business intelligence is held by individuals.

## **B. Schoolcraft College's Future**

### **1. Three chronic frustrations**

- Lack of integrated and well-understood systematic processes whose output can be captured as institutional knowledge and leveraged. Things are still too manual, or too piecemeal, or subject to dead-end processes where knowledge or information is lost to the organization.
- Management of technical systems; the reliability of data, its analysis and use in defining strategic direction; decentralized processes.
- Leaderships' message is not consistently communicated; faculty leadership and involvement in administrative decisions is sporadic.

### **2. Three elements of your shared vision**

- Students select Schoolcraft for reasons other than cost.
- Schoolcraft College is a leading institution in the community, is recognized as a key contributor to the state's economic revitalization.
- Schoolcraft has positively changed the way teaching and learning occurs; can measure its impact and viability and owns the brand.

### **3. Three most critical Principles of High Performance Organizations**

- Leadership
- Learning/Information
- People

Please enter a page break between **each** Action Project Worksheet

<b>Action Project Worksheet</b> Schoolcraft College, Michigan	<i>Challenging</i>	μ	<b>X</b>	μ	μ	μ	<i>Easy</i>
	<i>Complex</i>	μ	<b>X</b>	μ	μ	μ	<i>Simple</i>
	<i>High Payoff</i>	<b>X</b>	μ	μ	μ	μ	<i>Low</i>
<b>Action Project idea # 1: Curriculum Design and Development System</b>							
<b>AQIP Criterion to which this primarily relates:</b> Helping Students Learn (Category 1)							
<b>Briefly describe what you would like this project to accomplish.</b> Develop comprehensive structures and systems to produce and deliver competitive learning products that: <ul style="list-style-type: none"> <li>• can be assessed for effectiveness and quality at multiple levels: institution, programs, course</li> <li>• drives or responds to changes in local, regional and national economic needs by infusing broad, transferable skills into occupation specific &amp; discipline-specific instruction</li> <li>• is adaptable to varied instructional intents and missions – both academic and technical</li> <li>• considers and integrates learning theory in all pedagogical practice</li> <li>• are innovative and anticipatory</li> </ul>							
<b>Where did the idea or stimulus for this project originate?</b> There has been a lack of an integrated system to build the core product leading to a disconnect between curriculum and assessment; current processes focus on structure of submission; project supports the College's long-term goal of producing portable and global curriculum and will create agility in response to emerging learner needs and markets.							
<b>Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?</b> The College would be better able to quantify how well we've impacted student learning. We would be better able to change processes and systems effectively and efficiently, potentially reducing cost and increasing quality (impacts state, community tax payers, local economies). Students will benefit from a learner-centered, performance-based curriculum							
<b>How would doing this project allow you to better meet your employees' needs? Which, specifically?</b> The integration of WIDS and its related tools and training will build the curriculum design skill set of faculty. Faculty will be able to identify how to improve their individual and collective effectiveness. Classified and staff employees will benefit from reduce redundancy in our systems and more streamlined operations; freeing people to engage in generative work.							
<b>How would accomplishing this project change or affect your institution's culture?</b> Implementation of this project will impact all areas of the institution; it will drive integration of quality systems throughout the College. It will become the impetus for establishing a culture of evidence. It will create cohesive, symbiotic processes and systems. It will build functional departmental interdependency.							
<b>What leadership and employee enthusiasm and support is there for doing this project now?</b> The project is led by the Dean of Instruction and is enthusiastically supported by Cabinet, Administrators and Faculty.							

Please enter a page break between **each** Action Project Worksheet

<b>Action Project Worksheet</b> Schoolcraft College, Michigan	<i>Challenging</i>	μ	<b>X</b>	μ	μ	μ	<i>Easy</i>
	<i>Complex</i>	μ	<b>X</b>	μ	μ	μ	<i>Simple</i>
	<i>High Payoff</i>	<b>X</b>	μ	μ	μ	μ	<i>Low</i>

**Action Project idea # 2: Strategic Enrollment Management**

**AQIP Criterion to which this primarily relates:** Understanding Students' and Other Stakeholders' Needs (Category 3)

**Briefly describe what you would like this project to accomplish.**

SEM project will produce processes and structures that:

- systematically evaluates the institution's competitive market position
- develops a research-based definition of the desired or preferred strategic market position relative to key competitors
- marshals and manages institutional plans, priorities, processes, and resources to either strengthen or shift that market position
- achieves the institutions optimal enrollment, revenue and student success goals

**Where did the idea or stimulus for this project originate?**

Anticipated shifts in stable markets, tax base demographics, and higher education products and services may result in reduced revenue and other resources.

**Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?**

We serve a variety of students – FTIACS, transfers, stop-outs, international, concurrently enrolled – they come to us and stay for different reasons. SEM will help us focus on access, transition, persistence and graduation and possibly produce a whole cycle of value-added services like individualized learning plans, early interventions, reduced number of credit hours to completion/student, greater value at reduced cost to the learner, less repetition and redundancy for learner.

**How would doing this project allow you to better meet your employees' needs? Which, specifically?**

Implementation of this project would promote a less reactive work environment; reduce periods of chaos and stress; increase synergies between instruction and student services and relieve some anxiety associated with planning. The ultimate result would be a more stable, predictable work environment.

**How would accomplishing this project change or affect your institution's culture?**

The culture would become more broadly and consistently focused on student success. SEM would produce a system where data is used strategically, with insight and foresight. It would focus the distribution of resources in a more meaningful way.

**What leadership and employee enthusiasm and support is there for doing this project now?**

The project is led by the Dean of Student Services, supported by Cabinet and staff.

Please enter a page break between **each** Action Project Worksheet

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	<i>Complex</i>	μ	<b>X</b>	μ	μ	μ	<i>Simple</i>
	<i>High Payoff</i>	μ	<b>X</b>	μ	μ	μ	<i>Low</i>
<b>Action Project idea # 3: Performance Architecture</b>							
<b>AQIP Criterion to which this primarily relates:</b> Measuring Effectiveness & Planning Continuous Improvement (Categories 7 and 8)							
<b>Briefly describe what you would like this project to accomplish.</b> Produce a planning system based on the principles of CQI and knowledge management to: <ul style="list-style-type: none"> <li>• Identify long-term, enterprise-wide targets</li> <li>• Align organizational functions to strategies by creating a higher degree of cooperating, concurrent activities</li> <li>• Identify qualitative and quantitative performance metrics at the college, division, and department level</li> <li>• Focus, leverage and link resources and align reinvestment strategies to performance</li> <li>• Provide continuous feedback loops to ascertain success; revise planning roadmap as needed</li> </ul>							
<b>Where did the idea or stimulus for this project originate?</b> External pressures, market shifts, and resource reduction make it imperative that planning become less intuitive and more deliberate; many planning decisions are limited in scope, are often reactive; decision-making is complex and requires a synthesis of data, information and knowledge which are separate entities and often anecdotal; data-driven decision-making provides leadership with a broader time/business perspective; accreditation systems require clearly defined targets, projects, and results based on data.							
<b>Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?</b> This project will help the college better achieve its mission because it impacts how the organization perceives itself, its products, its services, its value.							
<b>How would doing this project allow you to better meet your employees' needs? Which, specifically?</b> Employees would be better able to understand their role, their responsibility, and their contribution to the organization and ultimately to the people we serve. Ideally, employees would benefit from shared knowledge and learning, would feel more engaged and productive.							
<b>How would accomplishing this project change or affect your institution's culture?</b> This project would contribute to the development of a learning organization; would place emphasis on the analysis of data; turning data into information and information into knowledge. It would promote contextual and generative thinking. It would engender foresight, increase informed innovation and risk-taking.							
<b>What leadership and employee enthusiasm and support is there for doing this project now?</b> The project is led by the Executive Director of Planning and Research; supported by Cabinet and has engaged staff.							