

AQIP SYSTEMS PORTFOLIO 2018

Introduction

INSTITUTIONAL OVERVIEW

Structure and Mission

Schoolcraft College is a comprehensive, open-door community college established in 1961 by the people of five contiguous communities in Wayne County, Michigan. The mission of the college is “to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social, and economic goals.” In many communities, the role of the community college has expanded to include spurring economic development, serving as a cultural center, and improving the quality of life for the surrounding communities. With nearly 17,861 students in credit programs and another 23,401 (duplicated count) taking continuing education classes, Schoolcraft is a hub for intellectual and cultural growth and an economic engine for the region.



Campuses and Locations

Schoolcraft’s main campus occupies approximately 185 acres in Livonia, Michigan, a western suburb of Detroit, Michigan. The Public Safety Training Complex is about 7 miles away from main campus in Livonia, and the Radcliff Center is about 12 miles south in Garden City.

Demographics

In 2017, our student population was as follows:

- 53% female and 47% male
- 69% were 24 years and under and 31% were 25 years and over
- 66% White; 14% Black/African American; 7% Unknown; 4% Asian; 5% Hispanic/Latino; 3% Two or More Races; 1% American Indian/Alaska Native; 1% Native Hawaiian / Other Pacific Islander; 1% Nonresident Alien
- 72% were Part-time; 28% were Full-time

The College employs 87 full-time faculty, 516 part-time faculty, 53 full-time administrative employees, 239 full-time staff, and 83 part-time staff. Student to faculty ratio is 23-1.

Level and Scope of Academic Offerings and Distance Delivery

Schoolcraft College offers certificate programs and associate degrees in more than 70 different majors. In 2015, the College began offering a bachelor’s degree in *Culinary and Dietary Operations Management*. This became possible due to legislation allowing Michigan community colleges to offer select baccalaureate degrees to address industry and workforce demand.

A number of Schoolcraft College’s programs are designed to lead directly to employment; others are designed to seamlessly transfer to a four-year program at a university. Schoolcraft College also has

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external partnerships with employers to provide students with internships. The College continually consults with their employer advisory boards for program improvement on evolving skills needed in the current workforce.

The College offers flexibility in class scheduling with day and evening sessions, in 15-week, 12-week, 7-week, or 5-week sequences. Classes are offered through a variety of flexible modalities including traditional lecture and lab sessions, completely online, Open Entry/Open Exit, and hybrid to accommodate student needs.

During the 2017-2018 instructional year, Schoolcraft College offered 109 online courses, 7 fully online programs and 32 programs that could be completed with at least 50% of the program courses offered via Distance Learning options.

Community Programs and Services

The College's Continuing Education and Professional Development (CEPD) department offers hundreds of non-credit courses that foster personal enrichment, professional growth, and personal health and fitness.

Schoolcraft has numerous partnerships with area corporations and health care facilities. Through these partnerships, the College's Business Development Center provides customized training, offers internship opportunities for students, and supports entrepreneurship through assistance to area small businesses. For example, the College's partnership with St. Joseph's Hospital (Trinity Health Care) supports students and the community by providing an Urgent Care Center on campus (for medical needs and potential internships) and a sports dome that is used by student athletes as well as local community athletic organizations.

Schoolcraft College also has a state of the art conference facility, the VisTaTech Center, designed specifically for businesses to conduct training sessions, corporate meetings, and more. The College also has two federally-funded business growth engines: a Small Business Development Center (BDC) to help with launching, growing, or improving local businesses and a Procurement Technical Assistance Center to assist companies in obtaining government contracts.

Quality Improvement

Schoolcraft College's Academic Quality Improvement Program (AQIP) journey began in 2007. In the decade since, Schoolcraft has worked to foster a culture of quality and continuous improvement, throughout the College. We have learned the importance of creating a culture of evidence as we addressed our action projects and our strategic objectives. Three action projects were recently concluded:

1. Information and communication technology infrastructure
2. Adoption of Guided Pathways
3. Implementation of a systematic measurement of employee onboarding and evaluation processes

Presently, we are focused on our next AQIP action project, an initiative to promote fiscal sustainability. This journey has led to improvements, innovations, and data-driven decision making. As a result, we

believe we have moved up on the AQIP maturity scale and fall between the aligned and integrated AQIP levels.

CATEGORY ONE: HELPING STUDENTS LEARN

Helping students to learn, practice and demonstrate their proficiencies over defined outcomes that lead to success in their educational goals, whether these goals lead to transfer or towards a career, is the foundation of the College's work and strategic initiatives. Faculty are the leaders in our curriculum development, teaching, learning, and assessment processes. Faculty, in collaboration with administrators, resource personnel, and external partners construct academic offerings that are built upon the tenets of academic integrity, academic freedom, rigor, and relevant educational experiences.

The College has embraced the constructs of institutional, program, and general education outcomes assessment that aligns with our performance based learning curriculum development model. Eight Core Abilities established by faculty and required by board policy are our institutional outcomes. These include: Communicate Effectively, Demonstrate Creative and/or Critical Thinking, Use Technology Effectively, Use Mathematics, Manage Information, Work Cooperatively, Act Responsibly, Demonstrate Social and/or Cultural Awareness. Program outcomes are developed in concert with the requirements of industry or transfer institutions while General Education provides students the skills and abilities in critically thinking, researching, writing, communicating, appreciation of the arts and the ability to work within a global society.

Faculty have created a valid and replicable process for assessing Core Ability outcomes. With a recent re-evaluation and affirmation of the Core Abilities work by faculty, employers are reporting that graduates are better prepared due to this Core Ability work. General Education outcomes assessment activities will be completed in Fall 2018 using our 2014 results as benchmarks. Program reviews occur for every program according to a defined schedule utilizing the PROE (Program Review of Occupational Education). This PROE model has been expanded to include the General Education areas as well as occupational programs. Plans are in place to include more institutional and student based evidence into this assessment process. While the College provides a wealth of co-curricular activities, another area of improvement in outcome assessment will be to formalize program outcome assessment strategies across co-curricular activities.

Schoolcraft is a leader in this outcome assessment process by creating a system that provides faculty with the tools, curriculum planning guidelines, exit learning outcomes matrices, and curriculum maps. These tools assist in the ability to distribute the institutional outcomes, program outcomes, and identify where learning is taught and assessed. While we have identified areas of improvement we believe on the AQIP maturity scale we are at the integrated level for institution outcomes and systematic for program outcomes assessment.

CATEGORY TWO: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

The College's mission, vision and values contain key phrases that are at the foundation of what we do. Key phrases, like the following, capture our service responsibilities to students and stakeholders:

- transformational learning
- capacity of individuals intellectually, socially and economically

- first-choice provider of educational services,
- functioning with integrity, behaving strategically, adding value to its role as a community center

It is essential to have a clear understanding of who we serve before we can assess their needs; however, our mission and vision guide our overall strategy. This understanding is developed through the College's strategic planning framework. One of the four pillars of the College's framework is *Students, stakeholders, and community/economic development*. This is more than a commitment to meeting to the needs of our people, it is foundational to the way we operate.

Feedback from our previous portfolio, action projects and strategy forum showed the importance of using evidence as stakeholder-based initiatives are determined. This evidence comes from sources like surveys, environmental scans, meetings, enrollment data, and retention figures. The College challenged the Strategic Enrollment Management team which includes faculty, administrators, campus police, advisors, recruiters, and continuing education staff to spearhead the process of collecting, analyzing data and proposing initiatives that will guide us toward achieving the mission. The College's Guided Pathways action project and enhancement of ESL offerings are examples of their strategic work.

The College recognizes during this process that additional resources may be required to ensure that the needs of key stakeholders are addressed. For example, enhancing support services, expanding scheduling options, creating centers for unique groups, opening an answer center, creating an emergency fund, and improving stakeholder communication are all planned initiatives. In addition, faculty are critical in helping students achieve their goals. They are not only the subject matter experts, but they also assist students regardless of the modality in which the class is taught. They sponsor student groups, participate in co-curricular activities and provide valuable evidence when determining how best to meet changing needs of students. Evidence received from our graduates reveals that they would recommend the College to others, which substantiates the positive work that we do for our stakeholders.

Another example of the College's responsiveness to stakeholders' needs was the complete migration to a single reporting structure for complaints, concerns and issues. This reporting system is managed through one office and a team of cohesive staff who serve as the first line of response. Deeper analyses of system capabilities for tracking are in the progress. Through this work, efficiencies have been realized and resolutions are determined in a timely manner, involving necessary personnel. In addition, two specific teams were created to provide consultation and possibly determine the resolution of concerns, issues or complaints. These teams were created in response to trend information.

While we have the strategic planning framework guiding the College's work, the development of evidence-based tools, our positive partnerships, collaboration occurring across the campus on strategic initiatives, the College will only grow with continued development and refinement of our evidence-based tools and training to become more knowledgeable and cohesive on the use of data. With this understanding, the College believes we have matured to the integrated stage on the AQIP maturity scale.

CATEGORY THREE: VALUING EMPLOYEES

Schoolcraft College can only achieve our most fundamental mission to provide transformative learning experiences through the recruitment, hiring, evaluation, recognition, and development of talented

faculty and staff. In addition to improving comprehensive traditional approaches to recruitment, hiring, onboarding, and evaluation of new employees, Schoolcraft College has made significant advances in how we identify, develop and implement measures and benchmarks to evaluate progress.

Based on feedback from 2015, the College has implemented several data analysis strategies to improve decision-making about efforts to recruit, retain, and develop talented employees. A formal action plan to systematically measure employee onboarding and evaluation processes has yielded useful results to improve these processes. Other internal and external surveys and benchmarking projects have added invaluable insights to inform the overall human resources strategy. Evaluations of New Faculty Orientation and widespread integration of the Competency Model and IDEA evaluations have been tools the College has used to make evidence-based decisions about improving the way we value employees. In 2016, the College asked employees about their level of engagement and their perceptions of the climate using the Employee Engagement Survey. Feedback about institutional climate was also gathered and analyzed in a series of “listening sessions” with the President. The results from these instruments were so informative that a 2018-2019 survey is planned and six more listening sessions are scheduled for Fall 2018.

Schoolcraft has a rich legacy of supporting employee development including initial and ongoing trainings and orientations, professional development academies, access to programming to enhance teaching and learning strategies, generous education benefits, and an entrenched culture of continuous professional improvement. Annual program review, analyses of participant evaluations to align expectations and experience, and internal and external benchmarking strategies are tools the College uses to measure learning outcomes for the array of opportunities offered.

Schoolcraft College is committed to continuous improvement. What we’ve learned from an analytical reflection, is that we can improve more specifically. Improvement plans include more regular inquiry of employee satisfaction and engagement and more systematic incorporation of teaching and learning strategies into all levels of training and orientation. More granular analyses of data is also planned in order to measure equity of opportunity and use among employee groups. An ethos of a professional higher education staff has taken root; continued promotion of this trend will be important for genuine succession planning.

In 2015, we characterized our maturity as systemic (process) and reacting (results). A deeper review of our work and a sincere commitment to a more analytical approach to measuring outcomes shows that Schoolcraft College is much more aligned with an integrated maturity level. We have made significant advances in how we identify, develop and implement measures and benchmarks to evaluate progress. We emphasize qualifications, training, recognition, and development of faculty and staff in all aspects of our operations.

CATEGORY FOUR: PLANNING AND LEADING

The mission and vision of Schoolcraft College serves as the foundation for the board, president, cabinet, faculty, management and staff to lead and guide the work occurring within the organization. The College’s institutional strategic planning framework supports the mission and vision by aligning defined objectives, division strategies, and action plans with individuals’ annual performance goals. Divisional action plans define resource commitments, budget, and time requirements for completion. This model promotes collaboration with faculty, staff, community members and partners so that there is a clear

understanding on what initiatives will assist the College in achieving its mission. With the deployment of KPIs key stakeholders now have evidence to monitor this strategic work. As this process evolves the College is better equipped, knowledgeable and experienced in goal development, anticipating performance outcomes and outcome measures that promote improvement, innovation and sustainability to achieve the mission. Annually, the board receives a summative report on the accomplishments related to action projects.

The most recent three action projects related to HR practices, IT infrastructure and guided pathways implementation demonstrate not only the College's commitment to continuous quality improvement practices but also that there are effective leaders who can guide and transform the work of their employees. In addition, they must also have the skills necessary to collaborate across divisions to maximize the outcomes from this work. To ensure leaders have the knowledge, skills and abilities for this level of work, the College is heavily invested in helping prepare the next generation of community college leaders.

As delegated by the board, the president ensures that all work within the College is done with integrity and transparency and employees follow the integrity tenets proscribed in Board policy. The College utilizes various communication tools to ensure transparency standards are maintained.

Schoolcraft has matured in how we lead, plan, design and evaluate the work occurring within the institution. With the mission at our core and the strategic planning framework providing the focus and structure we have strengthened operational processes so that they have become integrated across the College. Our current action project on fiscal sustainability is a clear example of how the institution leaders, employees and key stakeholders have come together to strategically address the project activities outlined. Based on the College's growth in knowledge, experience and obtained outcomes the College is moving towards the integrated level on the AQIP maturity scale.

CATEGORY FIVE: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Schoolcraft College is committed to strengthening our capacity in knowledge management and improving our processes surrounding resource stewardship. Since the last systems portfolio the College invested time, energy and financial resources that allowed us to become a data-driven institution, thus embracing the culture of evidence tenet. Decision makers now have continuous quality improvement tools and resources necessary for effective and efficient management of resources, as College stakeholders work towards mission attainment.

The Informational Technology action project recently concluded, presented noted results and additional opportunities for improvement. Knowledge management stakeholders are provided a data toolkit that includes, for example: just in time access to data, virtual desk options, confidence in security of systems, replicable data files, training on data utilization and access to technology support services. Also, IT leadership understands how other employees perceive the IT department allowing for service delivery concerns to be addressed. A sampling of other accomplishments were: access to software for enrollment data visualizations, deployment of a self-service tool to draw out data, software to communicate with potential students and tools to monitor IT infrastructure performance.

The stewardship of resources continues to be one of the cornerstones of the College's foundation. The strategic planning process is the first step in the budget planning cycle. This process ensures that

resource allocation aligns with the key initiatives identified for the upcoming year. Our independent auditors commend us for our methodical and ethical business practices. The College understands it requires the human resources, facilities and equipment and the fiscal resources to ensure we are responsive to our students, community members and partners to be an effective organization and achieve the College's mission.

Several of our Key Performance Indicators demonstrate that our enrollment is declining, state appropriations have not increased and our tax base income remains unchanged. HLC also notified us of their concern on our financial status. This resulted in the College creating a fiscal sustainability action project. Meanwhile, the College has been strategic in managing its resources: buy-outs, tabling facility renovations and developing other revenue streams outside of academia. The action project is built upon providing information to voters on how the College is fulfilling its mission in efforts to obtain approval for the ballot proposal.

In examining where we are on the maturity scale, we believe through our action projects, use of data and resource stewardship we are moving towards the integrated AQIP maturity level.

CATEGORY SIX: QUALITY OVERVIEW

The College's Strategic Planning Framework continues to guide the work occurring within the institution. With the development and deployment of Key Performance Indicators (KPI), we are able to monitor our progress towards achieving established objectives and develop and enact improvement strategies.

With board oversight, the President and Cabinet continue to champion our quality improvement initiatives with employees directly managing them. This ensures the College's resources are aligned to strategic objectives as evidenced by the inclusion of initiatives within employees' annual objectives and the alignment of other resources as defined in the annual budgeting process.

Since our last portfolio, three action projects were completed:

1. Information and communication technology infrastructure
2. Adoption of Guided Pathways
3. Implementation of a systematic measurement of employee onboarding and evaluation processes

However, even though these projects were formally concluded through HLC, the work on them does not end because we are committed to the concept of continuous quality improvement. Additional improvements that are in progress include: completion of the Virtual Desktop initiative, deployment of HR performance management software, re-surveying employees to benchmark improvement results, continuation of an academic advising re-design, and operationalization of *Advise* software and development of student-facing materials supporting Guided Pathways.

The College had several successes from our last three Action Projects which were documented in the Annual Accomplishments report. For example, Career Coach was launched to assist undecided students in exploring and potentially selecting a career path. The creation and deployment of our KPI dashboard provides key stakeholders with evidence on how the College is progressing towards achieving its mission. The KPI becomes the springboard for ensuring the College is moving towards a culture of

evidence. Through additional trainings, stakeholders will become more sophisticated data users and decision makers. Results of our workplace climate survey demonstrated that employees were not always aware of what was occurring on campus. Listening sessions were offered where the President answered employees' questions so that they developed a more transparent understanding of campus decision-making and actions, especially pertaining to safety.

After the last AQIP Strategy Forum, the College established a Fiscal Sustainability Action Project due to identified financial concerns. This project has two components: 1) objectives leading to an upcoming ballot proposal and 2) objectives after the results of the ballot proposal are received.

Through the College's efforts to provide employees with knowledge on the tenets of continuous quality improvement within the workplace, our identity will continue to evolve. An area of improvement will be providing employees with the knowledge and tools to incorporate evidence in decision-making opportunities and to benchmark work completed. In addition, the refinement of the KPIs will certainly occur as we mature in their use.

With our strategic planning framework process and the creation, alignment and dissemination of our KPIs we believe we are at the alignment stage and once we have implemented our KPI improvement strategies we will be more aligned to the integrated maturity level.

Systems Portfolio

Schoolcraft College

9/10/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1: PROCESSES

1P1: Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Schoolcraft defines institutional outcomes as Core Abilities (CA), in addition to requiring General Education (GE) within our academic offerings (Board Policy-1020). Our CA and GE align to the mission, ensuring our program offerings support our ability to "provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social, and economic goals." The CA are faculty-developed and employer-validated abilities that reach across the institution through every discipline area and program, ensuring students have mastered the skills when they graduate with an associate or bachelor degree.

The CA distribution and GE course selection occurs in each program during a strategic curriculum development process which starts with the Instructional Product Proposal Form. As curricular products are proposed, curricular developers demonstrate alignment with the College's mission, core purpose and values that supports stakeholders' needs. Through an outcomes analysis, faculty determine the GE courses that serve the needs of their academic program and capture this on an Exit Learning Outcomes Matrix (ELOM).

GE course requirements are dictated by Board Policy which requires a minimum of 16 credits in GE courses for associate degrees and 30 credits for the bachelor degree. As a participating college in the statewide Michigan Transfer Agreement (MTA), Schoolcraft's GE offerings are approved for seamless transfer of GE requirements to other institutions across the state. All Liberal Arts Transfer (LAT) associate degree programs not only meet Schoolcraft requirements, but also those set forth in the MTA.

Schoolcraft utilizes outside organizations' standards to ensure that the metrics used inside of the campus align to national benchmarks. The Lumina Degree Qualifications Profile (DQP) has been used in the alignment of levels of learning and the Association of American Colleges and Universities (AAC&U) rubrics are referenced when determining the Core Abilities.

1P1: Determining common outcomes (3.B.2, 4.B.4)

Schoolcraft's institutional outcomes, Core Abilities, are skills and abilities employers and other stakeholders have identified as essential for success in a diverse, knowledge-driven world. Core Abilities were established in 2007 and then recertified by faculty in 2016.

The General Education (GE) learning outcomes are those skills inherent in each of the 5 liberal arts areas of study. In 2007, faculty determined the outcomes that collectively represent the value of a liberal arts education. Since that time, they have been re-evaluated through the assessment of the Liberal Arts Transfer (LAT) program. These 5 distribution areas' outcomes fulfill Schoolcraft's GE requirements and also align to university transfer requirements.

The Exit Learning Outcomes Matrix (ELOM) documents programmatic decisions about the CA designation and GE course selection. The ELOM illustrates the role of each course as Program Specific, Program Supportive, or as Electives and it reveals where intentional learning is introduced, practiced, and assessed.

As faculty build each program's ELOM, they determine how all of the CAs and GE courses will be distributed. Every course must have at least 1 CA. The 8 CAs are distributed in the Program Specific courses, and also through the 5 GE distribution areas. Students are assured to achieve these requirements upon completion of the associate and bachelor degree programs. ELOMs are developed for every program, including certificate programs.

IP1: Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1) and Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Using a systematic process to ensure student success, competency-level curriculum maps are created to ensure alignment that codifies the purpose, content, and instructional sequence for all courses in a program, including those used to fulfill General Education (GE), as they support the program's outcomes. Learning preparedness is identified by aligning course pre-requisites with course competencies. By collectively analyzing the ELOMs at a deeper level through the curriculum maps, students are more likely to succeed in subsequent courses where learning may be introduced, practiced and assessed at appropriate levels of achievement.

The common course syllabus is the student facing document that denotes the Core Abilities (CA) assigned to the course. During the first class, faculty review the syllabus, what will be learned within the context of the course, and how the students will be assessed. This may include an overview of the CA and the role this GE or occupational course fulfills in their program. Also, an introduction to CA are embedded in the required student success course.

IP1: Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4);

Schoolcraft assures the relevancy of the skills and abilities that benefit students within this diverse and global economy. The College works closely with faculty, program advisory boards and key stakeholders such as transfer institutions to develop, evaluate, or refine Core Ability (CA) outcomes and General Education (GE) requirements. Annual validation is conducted with faculty, advisory boards, and employers to provide feedback on the learning outcomes needed to be successful within a particular industry. Curricular changes are spurred by this feedback creating a progressive opportunity for our students.

As participants in the statewide Michigan Transfer Agreement (MTA), the College is involved in collaboration with faculty from Michigan colleges and universities in re-examining the General Education Requirements across the state. Presently the MTA team is considering improvements to the current agreement.

1P1: Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Students have opportunities to contribute to scholarship and discovery through a wealth of College sponsored co-curricular activities. Student clubs are spearheaded by faculty leaders and offer students' opportunities to immerse themselves in a learning environment where they can practice, collaborate, compete, and identify with experts in an area they are interested in or pursuing, such as the Math and Physics club. In addition, students have the opportunity to gain experiential learning through internships, apprenticeships, becoming student employees in various campus offices, or by joining groups such as PTK, Honors or College Student Ambassadors. Student organizations sponsor seminars and workshops featuring experts that allow students to be inspired, hear new ideas, improve skills, or network for a career. These co-curricular opportunities also provide students with the opportunity to strengthen their communication, collaboration, leadership, and work skills in an environment that is focused on learning and scholarship. While assessment of outcomes in some co/extra-curricular areas is less formal, the SAOs Annual Report and student surveys provide valuable feedback that is then used for continuous improvement.

Learning Support Services programs provide tutoring, writing support, international student support, Peer Assisted Learning, Student Athlete Support System, student success workshops and Early Alert notifications. To maintain certification through the International Tutor Program Certification (ITPC) through the College Reading and Learning Association (CRLA) data from students self-reports on the extent of how services impacted their learning is analyzed and opportunities for improvements may be identified.

A faculty driven initiative called Focus Series provides students learning experiences on topics that pertain to cultural, societal, and political topics or geographic areas. Faculty are encouraged to embed the series within their courses and assign related learning activities.

1P1: Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2); and assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The College's assessment of institutional outcomes (Core Abilities/CA) and General Education (GE) occurs according to clearly- defined and cyclical processes. Faculty design and develop discipline-authentic assignments that teach and measure the outcomes that are embedded in their courses in alignment with departmental requirements found in the Common Syllabus.

Core Ability (CA) artifact collection and assessments occur every fall and winter semester according to an ongoing rotational schedule. Faculty CA Team Leaders work with faculty to develop, evaluate, and improve the 8 CA rubrics which are then validated using an

inter-rater reliability process. Each rubric's efficacy is continually evaluated to ensure measurements are appropriately capturing student learning.

Faculty who have the "identified-for-collection" CAs and qualifying students in their course are notified that they may be selected to submit artifacts for review. Those who are randomly identified receive communications detailing what is expected of them and their students. Once artifacts are collected, a team of faculty then evaluate the artifacts using the prescribed rubric and methodology. When faculty members disagree as to whether the Core Ability has been met satisfactorily for a given student, an inter-rater reliability meeting is held to reach a unanimous decision. Artifact assessment data is then gathered, analyzed, and shared back with faculty through a variety of means to drive improvement opportunities.

For measurement of General Education (GE) outcomes, an assessment of the Liberal Art Transfer (LAT) program outcomes (LAT_OCC Program Outcome Review Report_FORM_4-10-15) is initiated by collecting samples of student work from liberal arts courses. Similar to the CA assessment process, faculty from the 5 liberal arts areas collaborated to define the learning outcomes, rubrics, and required student artifacts for each distribution area. Artifacts are collected, faculty evaluate the learning, consensus meetings occur, and then improvement strategies are developed and implemented. General Education Assessment for all 5 distribution areas occurs simultaneously every five years.

To assist faculty in strengthening their teaching and developing Core Ability and GE assessments, several resources have been developed:

Beginning in 2015, Schoolcraft's Center for Academic and Faculty Excellence (CAFÉ) designed a repository, Assignment Central, for sample assignments that have been contributed by faculty to be used by other faculty interested in innovative strategies. Numerous professional development opportunities have been presented, often using data from the assessment findings, training sessions, and a resource handbook entitled Integrating Excellence in Teaching and Learning. The CAFÉ has collaborated with other departments on campus to ensure faculty have the resources that they need. The most recent endeavor includes the development of LibGuides created by the Librarians.

1R1: RESULTS

1R1: Summary results of measures

Three full cycles of assessment of all 8 CAs have been completed since 2010 which has resulted in data that have been used to drive change. Student success varies for each CA and has been used to establish a benchmark upon which further performance can be evaluated. The data were analyzed in aggregate form as well as trends over time.

Faculty have been integral to this collaborative and transparent process. This assessment initiative requires that, per faculty contract, all faculty must teach the CAs in the Common Syllabus; however, participation for artifact submission is voluntary. The participation for the

CA initiative varied between 40%-100%, with a median of 73% which was sufficient for the review.

An inter-rater reliability (IRR) model is used to evaluate the students' artifacts and come to a final score for student performance. The rate at which faculty disagree (the IRR rate) is a measure that is used to assess the rigor or stability of the rubric, as well as the clarity of the assignments in measuring the outcomes. This is essential to validate that the measures are of student learning and are not hindered by the tools used for assessment. The findings vary per CA. Likewise, "N. A." data is an indication of whether the artifact is aligned with the rubric. This data also will impact the reliability of the student learning outcomes data.

The GE outcomes are evaluated on an ongoing cycle using an IRR model of evaluation that is similar to the Core Abilities. One cycle of assessment of all 5 areas of the Liberal Arts Transfer (LAT) program was completed that provided internal benchmark data and a second cycle is underway. In 2014 - The Liberal Arts Transfer Program faculty completed a review of student artifacts, analyzed their findings, and have implemented adjustments to their program. 2018 – A second LAT assessment has been started and a review is anticipated by Fall 2018.

The 2014 benchmark findings for the LAT program assessment of the GE outcomes demonstrated that 50% of the students' work did not meet the requirements for English, whereas 85% of the students' work met the requirements for humanities. Sixty-one percent (61%) of math outcomes were met and 70% of the outcomes were met for the science and social science areas.

The Early Alert program, though it is in its early deployment stages, has had 389 unduplicated referrals for student support services through the system and retention activities over the past two years have remained stable, averaging 72%. Continued work on integrating this system into our retention efforts may realize higher success outcomes.

1R1: Comparison of results with internal targets and external benchmarks

The results obtained during the initial assessments allowed an internal benchmark upon which further assessments could be compared. The comparison between the initial data and the subsequent data reveals that the Core Ability outcomes have stabilized.

The data were validated through a comparison of student achievement to data gathered from Advisory Board members' surveys. In nearly all cases, Schoolcraft alumni as employees were rated at a higher level of CAs than the employees who had not graduated from Schoolcraft. The Schoolcraft CA artifact data shows that the faculty's review is, in some cases, closely in line with the alumni's performance on the job.

The Graduate Follow Up Survey demonstrated students' perception of improvement in their CA skills. The results demonstrated that a large majority of our students report that their CA skills improved due to their Schoolcraft education. This is in alignment with the reported outcomes from faculty. Ninety-two percent (92%) of students rated their quality of education as excellent or good.

The GE outcomes are specific to Schoolcraft College and the first 2014 LAT program evaluation serves as the internal benchmark upon which further assessments will be measured. Externally, the LAT courses align to both the students who are entering from high school at the entry point of coursework, as well as meeting the requirements for transferability through the alignment with transfer institution's courses. The LAT courses also align to the Michigan Transfer Agreement state-wide requirements.

1R1: Interpretation of results and insights gained

The most recent CA findings of student learning performance indicate a “good” to “great” measure of learning that ranges from 65% to 95%. However, the value of what is good or great is still under discussion per the expectations of the college. The comparisons to internal and external targets suggest possibilities for improvements.

In an effort to identify at-risk populations, CA data were segmented by various student demographic information to examine factors that might impact the CA success rate. It was found that none of the demographic factors like age, ethnicity, past degrees etc., had any bearing on student success rates. The only factor that seemed to indicate an impact on success was the student's math SAT scores.

In examining the results further, it became apparent that the practices of the CA assessment model may have an impact on the findings. As an inter-rater reliability (IRR) model is used, the rate at which faculty disagree (the IRR rate) or an “N.A.” (not applicable) score suggests difficulty either in interpreting the rubric or the assignments that were submitted.

To evaluate the impact of the CAs on the teaching process, a survey was given to the Faculty and the results analyzed. The survey resulted in discovering that faculty believed this process had been instrumental in changes to their teaching, as well as the performance by the students. It also revealed that faculty needed to have better access to the data in order to better inform their decisions.

Within the GE assessment, there were insights that varied between the 5 LAT areas. The measure of student learning was impacted by the tools being used and the interpretation of their use. In addition, the assignments were not always clearly providing the information needed to make decisions and could be re-evaluated for their efficacy. In all areas it was recognized that the rubrics and requirements needed clarification or improvements.

1I1: IMPROVEMENT

Schoolcraft College has been a leader in their model of Core Abilities and General Education development. Schoolcraft has had multiple institutions request collaboration, request for the sharing of assessment strategies resources, and request for visits to the institution by other colleges adapting this model for their own organization. In 2011, Schoolcraft initiated AIM-Assessment in Michigan, a collaborative community of college leaders across the state who share information and gain insights from each other and will be meeting again at the TRENDS in Occupational Programs in October 2018.

As part of an effort for continuous improvement to this initiative, in the 2015-2016 academic year, a confirmative evaluation of the CA processes and each identified CA was conducted. This process involved faculty and administrators as part of a cooperative and transparent process. The evaluation resulted in the overwhelming support in the current process, with only minor changes proposed to some of the CA titles and Rubrics.

Act Responsibly was tabled as a Core Ability that would have artifacts collected. The college is working toward reevaluating this Core Ability and how evidence of student learning can be managed. As a result of this analysis, the rubrics used to evaluate the artifacts for the core abilities, "Demonstrate Social and Cultural Awareness" and "Act Responsibly" were recommended to be revised. Student Services has recommended that co-curricular activities assess the Act Responsibility CA and this option will be explored.

A data dashboard is currently under development, as a stable location of usable information has been identified as a need. While the current processes allow faculty to consider the results, explore options for improvement, and to design strategies for implementation, a more expedient and easily accessible form of communication is sought. This will provide both aggregate and trend data, on a college wide as well as program specific basis.

The analysis of the data obtained through the I.R.R. process and also through the main causes of artifact non-success has led to changes in reviewer training, as well as professional development to help faculty with assignment design. The feedback also prompted the revision of some rubrics.

Faculty assessing the GE outcomes identified an action plan, timeline, and associated responsibilities. They intend to re-evaluate the outcomes and rubrics to ensure that all of the tools used for assessment are more likely to capture actual student learning versus the reliability of the instruments. They also are reviewing the assignments used for the learning outcomes, as well as offer faculty professional development opportunities for assignment design.

Future initiatives regarding co-curricular activities to be considered, include:

- Adding objective assessments for learning support programs
- Expanding the collection of quantitative data to include tutoring, writing support and Peer Assisted Learning (SI)
- Developing a rubric to measure student learning, during Academic Success Coaching sessions
- Develop objective and quantitative assessments for high profile programs like, FastTrack and JumpStart

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1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2: PROCESSES

1P2: Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

The College's performance-based curricular development model provides the framework to identify program learning outcomes and to ensure the mission is honored by providing students credentials and degree options.

As noted in 1P1, Board policy 1020 defines our institutional outcomes and General Education, the Curriculum Handbook outlines the process for program outcomes. As curricular products are proposed curricular developers demonstrate alignment with the College's mission, core purpose and values that supports stakeholders' needs.

Internally, Schoolcraft employs a strategically planned college-wide curriculum management process that includes a proactive evaluation of the curricular portfolio of offerings which are evaluated for alignment to the mission and goals of the college. This strategy encompasses a series of meetings and communications across the institution that ensure that curricular decisions support the mission to, "provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social and economic goals."

Each academic degree and certificate program has its own learning-level needs based upon the industry it serves, including transfer opportunities. Engaging faculty, administrators, and employers in the development process ensures the college is serving its community's and stakeholder's needs. Schoolcraft utilizes outside organizations' standards to ensure that the metrics used inside of the campus align to national benchmarks. The Lumina Degree Qualifications Profile (DQP) has been used in the alignment of levels of learning and rigor.

1P2: Determining program outcomes (4.B.4)

The College utilizes a systematic 8-step process applied to the design and development of all curriculum products to ensure program outcomes represent the learning that is required to meet industry and academic needs. Program outcomes are developed with the "end in mind", that is, what skills, abilities and knowledge would a graduate need to succeed in their career or at their transfer institution. are developed with the "end in mind." That is, what skills, abilities and knowledge would a graduate need to succeed in their career or at their transfer institution.

Before program outcomes can be determined, a collaborative approach with administrators, employers, external content experts and curriculum designers, occurs to determine the skills, knowledge and abilities a student must master to successfully achieve their academic goal. During this process, they ensure that elements such as degree requirements, external standards, accreditation requirements, certification requirements, transfer requirements, and employer expectations are examined

The Research and Analytics department supports the process by conducting environmental scans, compiling employment data, performing targeted market research, analyzing competition, and developing needs analyses. Student Services and the development team collaborate in this process by researching and confirming transfer institution requirements. Whether occupational or transfer, the CC Instructional Product Proposal Form requires the curriculum development team to document their responses to alignment related questions.

1P2: Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

The Exit Learning Outcomes Matrix (ELOM) documents programmatic decisions about the program outcomes and the affiliated course selection. The ELOM identifies the role of each course as Program Specific, Program Supportive, or as an Elective, and it reveals where intentional learning is Introduced, Practiced and Assessed. It also allows for the alignment of the common institutional (CA) and general educational (GE) learning outcomes.

As discussed in 1P1, expanding on the ELOMs, the College utilizes curriculum maps to ensure that the progression of learning is clearly supported across the breadth of each academic program. These maps confirm that the levels of learning are sequential so that students are successful in obtaining the defined program outcomes, as well as institutional and General Education goals. The level of preparedness for each course is indicated by aligning course pre-requisites with course competencies. The program ELOM is the starting platform for creating a program curriculum map but it also documents where program outcomes are taught, practiced and assessed.

Faculty have been integral to the process of building ELOMs and competency-focused curriculum maps. They have been involved in departmental meetings and professional development opportunities that keep them engaged in this process.

The course syllabus is the student facing document. During the first class, faculty review the syllabus and how the course content relates to the sequence of learning for program outcome attainment. They discuss specific requirements of the course and cover assessments that may be used to demonstrate program outcomes skills. Program outcomes are also shared during program specific orientations and within their handbooks. In addition, students are informed of certification or credential requirements that could be potentially earned after the requisite coursework is satisfactorily completed and examinations passed, if required.

1P2: Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

The relevance of program outcomes is critical to meet the needs of businesses, industries and transfer institutions. The College works closely with faculty, program advisory boards and key stakeholders to develop, evaluate, or refine the program's intended learning outcomes as industry demands shift and change. A bi-annual evaluation of accuracy of information is evaluated both by faculty and through an Advisory Board review. The annual advisory board meetings bring together external stakeholders to discuss, affirm or redesign program outcomes to meet the changing workforce needs for a specific area.

Advisory Board members are asked to confirm the job titles as described by the federal government's Standard Occupational Classification (SOC) System codes used by the U.S. Bureau of Labor Statistics. This is essential, as these codes are embedded within our Career Coach system and is the underlying framework for job search engines such as Indeed that are used by students and our Career Services professionals. The SOC Codes are found in the Exit Learning Outcomes Matrices to ensure consistency as departments are making decisions about their curriculum with employment information available on the website for students to make career decisions.

1P2: Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

Co-curricular activities are designed and delivered to assist the College in retaining enrolled students. The Students Activity office connects student wellness with the activities provided through student clubs and organizations. There has been a concerted effort to align these offerings with the "8 Dimensions of Wellness" provided by the US Department of Health and Human Services (emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social). By adding one of these dimensions to each activity offered, they become more meaningful and offer students opportunities for reflection.

1P2: Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2); and assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

As described in 1P1, Schoolcraft engages the use of the Exit Learning Outcomes Matrices (ELOMs) as the repository for learning outcomes, assessment and learning identification, and the SOC codes that help to drive the outcomes on a real-time basis for industry standards and requirements using a systematic process.

Program outcome assessment strategies and the tools used are determined by faculty at the program level. For example, Nursing bases their program outcome attainment on a portfolio review (15, 16 & 17) which is completed annually as a part of their ongoing quality improvement. Other programs, such as Brewing Distillation Technology utilized the ELOM framework to assess the outcomes of learning by linking the sequence of learning across the 2 semesters identifying the areas where learning is introduced, practiced and assessed.

Confirmative assessments of new curriculum allow for continued improvement. The Bachelor in Culinary Dietary Operations Management utilized student panels and discussions with faculty, administrators, and key stakeholders across the institution to evaluate the student experience and the learning that occurred. This process is still underway with improvements currently being formed.

Other assessment tools include: graduation rates, job placement, graduate surveys and national benchmarking findings.

1R2: RESULTS

1R2: Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Program reviews are completed every five years for each program on a rotating calendar. Reviews contain data on technical skill attainment, degree and certificate completion, student retention, student placement, non-traditional participation, and non-traditional completion. The program reviews also contain qualitative feedback from students, faculty, administrators, and advisory committee members. Program assessment for Technical Skill Attainment in Occupational Programs has been deployed in 41% of the programs, with other quantitative data on completion, retention, and non-traditional participation and completion available from all applicable programs.

1R2: Summary results of assessments; and interpretation of assessment results and insights gained

Core indicators from 2016-2017 of technical skill attainment, degree and certificate completion, student retention, student placement, non-traditional participation and non-traditional completion all meet the State expected performance levels (i.e., either exceed expectations or are within 90% of State expectations). While degree and certificate completion was 9% above the State expected level, technical skill attainment was 5% below expectations. Consequently, those areas of deficiencies will need to be addressed through careful evaluation of the curriculum and examination of the teaching and learning environment to ensure future improvements in outcomes.

As indicated in the next section, data from several programs indicate that students have scored extremely well on certification and licensing exams and currently all 11 special accreditation programs are in good standing.

Our 2016-17 graduate survey findings show that of the 498 respondents 74% were employed, 73% felt the College prepared them for their career, and 92% rated their education as excellent-to-good. Similar to these findings, the Culinary Arts graduate survey showed that out of the 25 respondents, 77% were employed in the culinary field. In contrast, when examining the College's overall job placement rate for 2016-17, the rate was at 41% for employed in their area of study, while 23% reported that they were in a somewhat related field.

Brewing and Distillation Technology is a relatively new program at Schoolcraft and recently went through an in depth review of the program after approximately six semesters since its launch. The day-long review included faculty, administration, the Office of Operations, Curriculum and Assessment (including curriculum designers), employers, and students. The review covered many aspects of the program from all stakeholders' perspectives and one of the results was a significant change in the program outcomes. Likewise, an extensive review of the Nursing program resulted in many positive changes in that program's curriculum, outcomes, and assessments.

The Student Activities Office has delivered a record 273 events in 2017-18 with over 22,000 students and stakeholders in attendance. This is a 58% increase over last year's total which could

be attributed to a commitment by student groups to push more promotion in different forms of media. The result of the array of programs is an increase in our students' project management skills, as well as experience with budgeting, sales, recruiting and volunteer/staff management. In addition, 1,555 students became club and organization members and participated both on-campus and in the surrounding community through campus-related programs and community service projects.

1R2: Comparison of results with internal targets and external benchmarks

Schoolcraft typically meets or exceeds the State of Michigan's expected levels of performance for the Perkins Core Indicators. These indicators were established by Congress to "assess the effectiveness of the state in achieving statewide progress in career and technical education and to optimize the return on investment in federal funds in career and technical education." In the past five years, Schoolcraft has significantly improved performance on 4P1 Student Placement (from 82% to 87%). Though not as sizeable, gains have also been achieved for 2P1 (degree and certificate completion - from 37% to 40%), 5P1 Non-Traditional Participation (from 26% to 29%), 5P2 Non-Traditional Completion (from 22% to 26%) and 3P1 Student Retention (from 68% to 71%). A decrease in performance has occurred in 1P1 Technical Skill Attainment (from 96% to 87%), which is an item Occupational Programs is focusing on in terms of developing program improvement strategies.

Over the past three-years, the Associate Degree in Nursing (ADN) and Practical Nursing (PN) program completion rates have ranged from 87-90% for ADNs (enrollment = 440) and 100% for PN (enrollment = 87), exceeding the national average of approximately 80% for both programs. Likewise, the pass rates of the ADN (90%) and PN (98%) NCLEX credentialing exams exceed national averages of 82% and 83%, respectively. Schoolcraft College Nursing graduate job placement rates consistently have met or exceeded the benchmark of 90% within 9-12 months of graduation. Employers of Schoolcraft College nursing graduates report 100% satisfaction with their performance and 94-97% of the graduates report favorable satisfaction with the education they received.

The Wayne County Regional Police Academy had 278 police recruits complete the licensing exam in the past three years, with only one recruit failing the exam during that time (99.6% vs 95% pass rate for the State average).

The Ruffalo Noel-Levitz Student Satisfaction Inventory Results of 1241 respondents on support services denoted that we were slightly below the national benchmark in areas such as tutoring, helping displaced homemakers, and veteran's services. With recent improvement strategies implemented, reorganization of Learning Support Services, creation of an emergency fund, and the expansion and redesign of our Veterans Service office, ratings are expected to improve so that we are in alignment with the national benchmark.

1I2: Improvements

Program faculty and administrators continue to work closely with their business and industry partners to ensure graduates are prepared to enter the workforce. The work from the guided

pathways project will also positively impact program outcome results. For example: students have access to the Career Coach tool which can assist them in understanding the skills, abilities, and competencies required for a particular major (see 6R2).

All programs with specialized accreditation are internally evaluating program outcome attainment in addition to completing the state-mandated PROE evaluation. In analyzing the findings from these specialized programs, the College continues to match or exceed the national benchmark. For other programs, the state-mandated PROE evaluation is used when evaluating program outcomes, which also indicates that Schoolcraft is, overall, meeting State expected performance levels. While the PROE evaluation provides useful qualitative and quantitative data regarding student and program outcome success, some areas that do not have summative assessments (e.g., Business) that can be compared with external standards so it is more difficult to assess program outcomes. This affords us the opportunity to develop improvement strategies so that additional student outcome data can be produced and made available to faculty. Faculty in turn can then do a deeper analysis on their program outcome review and, when dictated, develop and deploy program enhancements or revisions.

The College has invested resources to assure students have access to co-curricular activities that enhance their opportunity to achieve academic success. While these activities are separate from academic courses, they do align with the mission, enhance the educational experience, and support program outcomes. In addition, Learning Support Service programs inherently address program learning outcomes by providing students with resources, knowledge, skills, and support to ensure success in their coursework. Students self-report how these services impact their learning. The Early Alert program also provides meaningful quantitative data for student success rates and rate of persistence (term to term) for courses in which students have received assistance. As discussed in 1I1 co-curricular activities formalizing their outcome assessment strategies is an opportunity for improvement.

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1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3: PROCESSES

1P3: Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2); and identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

The identification of potential new student stakeholders and then determining their needs occurs through the work of the Strategic Enrollment Management Steering Team (SEM), for credit offerings. The SEM Team analyzes data, such as current enrollment trends, the local job market, environmental scans, and demographics to determine potential groups. In addition, potential stakeholders can also be identified during interactions with organizations, employers, partners, and advisory boards (see 2P3). Faculty and instructional administrators may also identify new student groups through their work with current students, interactions with community members, or from trends within their professional organizations. Once a new stakeholder group is identified and their educational needs are understood, strategies are developed assuring alignment with the College's strategic objectives (see 6P1).

For non-credit offerings, the Continuing Education and Professional Development (CEPD) department recently utilized a survey tool to assist them in identifying new stakeholders and to determine which non-credit offerings would be of value.

1P3: Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Once a strategic objective is established to address stakeholder needs, strategies are developed to create the requisite programming. The Curriculum Handbook outlines the steps when revising or developing new curricular products. As an example, the SEM Steering Team recognized an increase in non-resident English as a Second Language (ESL) community members and noted an increase in international student enrollment. It was determined that College's ESL offerings should be expanded, resulting in additional credit and non-credit ESL courses. Another example was the request from industry leaders to our Business and Development Center to offer a training in plastics.

The College's decision to adopt guided pathways as one of its action projects provided us some tools to strengthen our responsiveness to stakeholder needs. Examples of work completed to date: orientation changes, an enhanced student success course, deploying Career Coach and the adoption of Recruit to communicate more effectively with new stakeholders (see 6P1 & 6R1).

When CEPD identifies new stakeholders and understands their learning needs, assistance of a subject matter expert is employed to create a new offering.

The Business Development Center (BDC) is another avenue for creating programming to address stakeholders needs. They have the capability to provide training in a variety of areas, to increase credentialing opportunities, and to provide pathways to credit-bearing offerings. An example of their ability to respond quickly to these types of requests was the creation of short term non-credit training (boot camps) in the manufacturing area (i.e. CNC, welding) to quickly up-skill

workers for employment or job enhancement. Programs result in industry recognized credentials (e.g. NIMS, AWS) and allow for participants to acquire credit, supporting future education.

To support stakeholders and their educational needs, the College expanded the Veterans and Hinkle Resource Centers, and provided counselors, advisors, and tutors who are trained and credentialed to provide support for all students. Also, the College is sensitive to stakeholders' time constraints; therefore, program offerings occur in a variety of formats and in different time frames. For example, in 2018 the College launched a new Fire and Emergency Services program that can be taken almost entirely online to meet the needs of those currently employed in the field, who do not have the flexibility to attend an onsite academy.

1P3: Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs;

To ensure the College is providing programs to meet stakeholder needs, different measures are used. Examples include: graduation rates, transfer success rates, certification results, and enrollment data for SEM targeted areas. In addition, national benchmarking projects such as the Community College Survey of Student Engagement (CCSSE) and the Ruffalo Noel-Levitz Student Satisfaction Survey (SSI) provide valuable data regarding student perspectives on the effectiveness of our academic programs.

Some programs use specific accreditation findings and industry standards as tools to assess program effectiveness and the findings obtained from the Program Review in Occupational Education (PROE) assessment process, refer to 1P2.

As described in 1P1, the findings from the Core Abilities and general education assessments helps to form a more complete understanding of achievement and areas of opportunity.

1P3: Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

The College defines a relevant and viable program as one that has value to students, the College, the workplace, stakeholders and society. A relevant program requires regular maintenance and must be responsive to changing external factors to maintain this value.

Academic programs are on a five year review cycle with the opportunity to review earlier if warranted. The Program Appraisal Process examines the viability of programs to determine the steps necessary to discontinue, retain, or significantly invest in an existing program. This process was recently applied to the Office Information Systems (OIS) program where the decision was made to begin the necessary steps to inactivate this program.

Conversely to the plan to inactivate our OIS program, the College, after evaluating the CIS offerings and market needs, identified an opportunity and enhanced their offerings to provide a new CISCO Networking Skills Certificate.

The BDC uses an evaluation form for open enrollment and corporate training programs to gather valuable feedback for class offerings. For custom corporate training, feedback is gathered from participants, summarized in a report, and shared with companies. Instructors and program coordinators use feedback from open enrollment participants to develop or enhance offerings. Registrations in open enrollment programs year over year are constantly monitored to determine future offerings.

1R3: RESULTS

1R3: Summary results of assessments and interpretation of results and insights gained

The 2016-2018 SEM Team strategies related to expansion of ESL resulting in head counts being up 179% for Winter 2018 compared to 150% for Fall 2017. This relates to an increase of 64 additional students being served from 2016 to 2017.

The results of the work on the Guided Pathways Action Project include: development of meta-majors and curriculum maps and the successful launch of Career Coach, see 6P1, 6P2 and 6R2. The revision of the New Student Orientation program and the development of Student Success Seminar course. Since its implementation retention of FTIACs (First Time In Any College) averaged 69-72% but has risen to 89% of new students persisted.

Ninety-eight percent of our advisory board members reported that the College was addressing stakeholder needs through programs that prepared future employees. In contrast though 79% of them felt the College was responsive to changing industry needs. To evaluate whether changes have occurred in the responsiveness area another survey will be considered.

CEPD has been responsive to stakeholder needs: 91 new classes were offered within the last three years, Kids on Campus offerings were expanded and additional ESL non-credit classes were deployed. Satisfaction results for these offerings averaged at 4.5. To assure CEPD is meeting stakeholder needs a survey was conducted to help them identify new opportunities and to improve current

1R3: Comparison of results with internal targets and external benchmarks

The College analyzes external certification results to determine our effectiveness in programs offered. For example, the Nursing Program's Nursing Career Ladder Curriculum: Associate Degree Nursing (ADN) and Practical Nursing (PN) program completion rates have ranged from 87-90% for ADNs (enrollment = 440) and 100% for PN (enrollment = 87) over the past three-year period, exceeding the national average of 80%. Also, job placement rates consistently have met or exceeded the benchmark of 90% within 9-12 months of graduation. Employers of Schoolcraft nursing graduates report 100% satisfaction with their performance and 94-97% of the graduates report favorable satisfaction with the education they received.

The pass rates of the ADN and PN NCLEX credentialing exams exceed national average.

Similarly, within the last three years 278 police recruits completed the licensing exam with a 93% pass rate, only 1 failure. In addition, all were employed within 9 months of completing the program.

Benchmarking survey results demonstrate that employers are satisfied with our graduates, students reported they were prepared for their careers but for development education we were below the benchmark for completers in mathematics and reading. Also, when examining GPA results of our transfer students with six of our peers our rankings were two, three and four, see 1R4.

Results for the Occupational Programs are noted through the PROE reports and credentialing exam data, for results of these activities, refer to 1R2 and 1R4. Overall, Schoolcraft Occupational Programs have exceeded State-determined performance levels for Technical Skill Assessment (Perkins Core Indicator 1P1), Certificate, Credential, and Degree Attainment (Perkins Core Indicator 2P1), and Student Retention and Transfer (Perkins Core Indicator 3P1).

1I3: IMPROVEMENTS

The College continues to be a vital member of the community, addressing stakeholders learning, social, personal enrichment, and economic needs. It is evident from the feedback received through surveys, partnerships, and discussions that we are responsive to stakeholders.

While much progress has been made on Guided Pathways (GP) initiative, the work is ongoing, for example: deployment of Advise software, development of student facing materials, and identifying gateway courses (see 6R2). An outcome of this project was the re-evaluation of course pre-requisites and co-requisites to ensure students were aware of the skills and abilities that are necessary for success within every course. Additional work is required on validating our cut-scores and on refining course requirements.

To assist students in determining, and then completing, their educational goals, the College determined that an academic redesign was necessary. Currently the College is redefining resources and designing an advising model that aligns to the tenets for student success, as outlined in our GP plan.

While the College has made improvements within the developmental education offerings (e.g., created mathematics and English course materials that are replicable, offered DE learning camps, and provided additional support services to improve success), our overall ratings are below the national benchmark. Based on the findings, a team will be created to develop a plan of action to improve in this area.

As demographic shifts and the local economy combine to negatively impact our enrollment, the need to identify additional stakeholders becomes increasingly important. The 2016-18 SEM plan is being reviewed and revised by the SEM Steering Team. The 2019-22 plan will be finalized in time for budget and objectives setting; however, the finalization of the plan will occur after the 2018 election so that the results of the College's ballot proposal can be taken into account.

CEPD and BDC will continue to explore areas of improvement to address suggestions offered through their stakeholder and community surveys.

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1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4: PROCESSES

1P4: Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

The College utilizes the curriculum development process to determining the preparatory skills required for all courses. Faculty, with guidance from staff, administrators, and potentially external content experts construct a program ELOM, design courses, and then construct a curriculum map (see 1P1 & 1P2). Specialized accreditation requirements are also reviewed during this development process.

Curriculum maps provide a tool for faculty to evaluate pre-and co-requisites and to ensure the levels of learning are sequential and lead to program outcome achievement. All curriculum are approved by the Curriculum Committee, the President, and when appropriate, the Board.

Program preparation requirements are communicated to key stakeholders, such as local school districts, employers, advisory boards, universities, and specialized accreditation agencies via various methods. For example, formal and informal presentation, the College Catalog, the College website, program curriculum guides, and admission applications, especially for limited/restricted enrollment programs, are examples. Other informational tools available include: the Michigan Transfer Agreement, the course syllabi, specialized accreditation requirements, the cut score placement chart, and external certification requirements.

1P4: Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

Evaluating program rigor, regardless of modality or location, is guided by the tools developed during the curriculum development process, as described above. At the course level, faculty document the assessments to occur within the course on their syllabus and ensure all required Common Syllabus assessments are included. Institutional outcomes, i.e., Core Abilities, are evaluated according to the processes outlined in 1P1 and for program outcome evaluation (see 1P2). Other measurements used to evaluate program rigor include: job placement, transfer successes, external certification, advisory board feedback, online grade summaries, and retention reports.

The College does not offer dual-credit programs but dual-enrollment is an option. That is, dual-enrolled students attend College courses taught by our faculty (see 3P1).

1P4: Awarding prior learning and transfer credits (4.A.2, 4.A.3)

The College understands that students may present with prior learning, credentials or work experience and request that they be awarded earned credits. College Procedure 2210.5 establishes the processes for evaluating such requests. Students begin this process with academic advising but then the registrar, faculty, and academic administrators may become involved.

To assist in determining whether credit(s) should be awarded, several tools are available: advanced placement credits, CLEP/DSST exams, credit by exam and articulated credit. When work life experiences are to be evaluated, students will be required to compile a portfolio providing evidence of achievement for each competency listed on a Common Course Syllabus. Faculty then evaluate the evidence and share their findings with their instructional administrator,

then academic advising is notified of the outcome. For transfer credit from an accredited institution and credits from a non- accredited institution, refer to above procedure.

If credit is to be awarded, students pay the current in-district tuition rate. Maximum levels of transferred credits have been established (90 hours for bachelor degree, 45 hours for associate degrees, only one-half of credits required for skills certificate and certificate programs). A minimum 2.0 grade point average is also required for transferred credits, unless specified otherwise by a program, such as nursing.

1P4: Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

The decision to pursue specialized accreditation occurs when it is required to offer a particular program or it would benefit students upon program completion. Currently we have 11 specialized accreditations. For example, to offer a nursing program, the College must be accredited; while, for welding, the College chose to become an American Welding Society (AWS) Accredited Test Facility to afford students and community members the opportunity to obtain AWS welding certifications. Program faculty, administrators, and advisory boards are responsible for identifying accreditation and professional certification opportunities.

Once the decision to pursue and maintain accreditation occurs, it is the responsibility of the program faculty and administrator to complete the required steps. The associated self-study, on-site visits and for some, annual reports, are typically the tools used by accrediting bodies to secure and maintain accreditation. Our EMT accreditation activity is an example of this process.

1P4: Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6); and Selecting the tools, methods and instruments used to assess program rigor across all modalities

Curricular products are developed with institutional and program outcomes and course competencies as the foundation (refer to 1P2). To assess our effectiveness on outcomes attainment by our graduates, PROE reports, retention/success data, graduate surveys, advisory board feedback, external certification results and external benchmarking surveys are conducted.

The assessment tools employed provide a breadth of information from which faculty and administrators can determine improvement strategies to strengthen the teaching and learning experience, regardless of the modality in which they are delivered.

1R4: RESULTS

1R4: Summary results of assessments (include tables and figures when possible; and interpretation of results and insights gained

Presently, all 11 of our programs with specialized accreditation are in good standing.

From our graduate profile, the average GPA for 1,551 graduates was 3.38 and for those who transferred to a university, upon completion of university work, their average GPA 3.01. This demonstrates that the College prepares students for the next level of education and students agree

with this, as evidenced by 2016-17 graduate follow-up survey results which indicated that 87% of the 498 respondents felt the College prepared them for their transfer to a university.

Another 2016-17 graduate follow-up survey finding was that, of the 498 respondents, 98% reported they would recommend Schoolcraft. This measure highlights the confidence these graduates have in the education they received at the College.

Findings from our 2015 Advisory Boards survey show that 98% reported that the programs offered at the College prepared students in required workplace skills; 79% felt the College was responsive to industry changes; 88% felt students displayed a good work attitude; 87% stated students had the basic academic skills; and 84% shared that students had the necessary technical skills. This demonstrates the rigor within our programs and our responsiveness in making program changes based on industry needs.

The Transfer-Out Bachelor's Completion rate for our first-time students in Fall 2007 and earned their bachelor's degree by 2015 was 1% above the national average and 9% above the Michigan average. This is another indicator on how the College is preparing their transfer students.

1R4: Comparison of results with internal targets and external benchmarks

When examining the outcome results for our graduates, findings show from our NCCBP Employer Satisfaction Measure (three-year-trend) that curriculum was aligned with industry expectations. Employer satisfaction with the overall preparation of graduates increased from 92% in 2014 to 95% in 2017 and according to the NCCBP Related Field of Employment/Pursuing Education Measure, 52% of our graduates were employed in a related field within six months of graduation, while 15% reported that they were pursuing further education. When reviewing the findings from our 2016–17 Graduate Follow Up Survey, of the 498 respondents, 74% of them were employed and 73% reported that the College prepared them for their careers. In contrast to the NCCBP measure, 41% stated that they were employed in a directly related field and 23% reported they were employed in a somewhat related field.

Students who transfer from the College to four-year universities are adequately prepared for course work at four-year universities, as evidenced by average GPAs of those students while attending local universities ranging from 2.96 to 3.16. SC transfer students perform comparably with peer community colleges transfer students.

Overall, the College Occupational Programs Perkins performance levels in 2016-2017 met the State expected performance levels (i.e., they either exceeded the State value or were within 90% of the State value). However, some College levels fell slightly below State expected levels. For example, Perkins 1P1 Technical Skill Attainment for the College was approximately 5%, below the State expected values. Specific areas that did not attain State expectations are being evaluated to address potential improvements to increase their performance levels.

To ensure students are prepared to take College level program courses, the NCCBP results on developmental retention success is another indicator that the College is preparing students for the rigor of our programs. From 2014 to 2016, the College experienced an 8% gain in student

success in DE, moving the College very close to the national benchmark (61.4% for the College vs. 61.6% for the National rate). Specific areas showing growth in completer success rates were mathematics (14%) and writing (2%), but reading was down by 4%. In examining the findings from the NCCBP Retention and Success in Core Academic Areas, the College was above the national benchmark in Composition I by 5%, but for Composition II the score was 3% below the benchmark. Algebra results were also below by 3% and while Speech results were up from 2014, the results are still below the benchmark.

In general the College is on par with the national median average in these areas, with two notable areas (Reading and Algebra) for focus in the future, as they are below the National median and there was a corresponding decline in the College's scores from 2014-2016. Notable improvements for the College since 2014 have occurred in Writing Retention to First Year (which is also substantially above the national median) and Math Developmental, though it is noted this score remains slightly below the national median, identifying a continued improvement opportunity.

Areas where the need for improvement is indicated could likely benefit from an analysis of strategies and practices that occur in those areas that either had noted improvement in year-to-year scores at the College or outperformed the national average, notably Math Retention and Composition 1 Core Academic Skill. Similar trends exist among distance learning students, though it is important to note from the NCCBP Distance Learning Grades Report that their rate was 2.7% above the national benchmark.

1R4: Improvements:

Employers agree that the College has prepared graduates in the necessary skills and knowledge to join the workforce and graduates also believe they were prepared for their chosen careers. Graduates who transferred to other universities are maintaining grade point averages that acknowledge their preparedness for this next level of education. For our dual enrolled students in the SC Early Edge College Program, they successfully demonstrated to their faculty that they had achieved the program outcomes for their program of study. This resulted in the College awarding twelve students in 2017 and eleven students in 2018 their appropriate certificates of completion.

The College will continue to validate advisory board members opinions regarding the rigor within the programs by regularly surveying advisory board members.

Another area of improvement is to formalize a system to track and monitor graduates success if earned credit was obtained under Procedure 2210.5. This is particularly important in supporting veterans who have completed appropriate military training.

As the College continues to work on the Guided Pathways project, the next steps are to define gateway courses, develop improvement strategies to assist students in gaining the requisite skills and knowledge to move into College level courses, and to conduct a cut score validation study to ensure cut scores are placing students appropriately to help them succeed.

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1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5: PROCESSES

1P5: Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

The College recognizes the importance of freedom of expression as noted in Board policy 1062.1 and the faculty contract, "Article III Section 1. Each instructor shall be entitled to freedom of discussion within the classroom on all matters within the framework of the course being taught,

which are relevant to the course and within his/her area of competence." The contract also outlines a grievance process should faculty feel their academic freedoms are infringed upon.

To maintain integrity of research the College has implemented an approval process prior to any research being conducted. Research and Analytics is the gatekeeper for this process and the President makes the final decision. When a study is approved they receive a letter that illustrates some of the steps taken to ensure ethicality. The researcher must comply with Board policy 3112 and procedure 3112.1, Use of Copyrighted Materials.

1P5: Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

The Student Code of Conduct clearly documents the ethical behavior that is expected of our students and the procedures and potential consequences for violations of the code. The expectations are reviewed with students during required orientations (face-to-face or online) and in the mandatory College Success course.

Course syllabi contain institutional language on academic integrity, references the Student Code of Conduct and lists student responsibilities. The student responsibilities lists, among other things, the need for students to adhere to college policies related to the code of conduct, demonstrate respect to others, refrain from unauthorized recordings, and the importance of managing time, all of which contribute to a culture of academic integrity.

Students have access to resources that promote ethical learning including: such as, tutors at the Learning Assistance Center, Writing Studio, NetTutor (online tutoring), SafeAssign (online plagiarism detection tool) and reference librarians.

The Testing Center employees are trained in procedures to verify students' identity and to monitor and document the handling of examinations for the duration of the process. Every testing station is video recorded. Upon identifying instances of academic misconduct, employees are trained to follow specific procedures, which may include: confiscating prohibited items, submitting an SC Aware Report and contacting the instructor.

1P5: Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

The faculty are bound by their contract to perform their professional duties in an ethical manner. Faculty are required to review the syllabus which includes items about academic integrity. Based on the specific course content faculty may also share expectations on citations and assignment collaboration.

There is a mandatory new faculty orientation that disseminates information on FERPA and discusses student confidentiality responsibilities. Research librarians help faculty understand and conduct ethical research. Additionally, they are available for in class demonstrations of good research practices. The Distance Learning credentialing course series provides faculty with strategies on the use of the SafeAssign plagiarism detection tool and knowledge on constructing varied and scaffolded assessment strategies.

In addition to teaching course competencies, each course has at least one Core Ability to be addressed. Manage Information and Act Responsibly are the two directly related to academic integrity.

1P5: Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

The Curriculum Committee consisting of faculty and administration, is responsible for upholding the rigor of our curriculum. They review and approve new courses and programs according to guidelines established in the Curriculum Handbook. As a part of this process, they verify that Core Abilities are addressed in each degree program. Two of the Core Abilities, Manage Information and Act Responsibly, support the institutional commitment to academic integrity and measure students' abilities in these areas. At the course level, they confirm that content is supported by quality research and conforms to the ethical standards for academe and the discipline/industry as determined by our faculty and Advisory Boards.

Each term instructional administrators review syllabi to ensure the following are included: Common Syllabus requirements, departmentally identified assessments and Core Ability outcome assessments.

The Core Ability rubrics for Act Responsibly and Manage Information are used to assess student achievement in these two areas. Faculty explain these outcomes, the expectations and how they will be assessed (see 1P1). The Assessment Core Abilities Process Flowchart Figure illustrates the process for collection, evaluation and dissemination of data.

The Office of Student Relations handles academic integrity cases through, SC Aware, see 2P4. They recently launched a survey to evaluate their effectiveness on this process and have also begun to record the type and severity of academic integrity violations for a more detailed analysis.

Another measurement is the monitoring of usage of the Learning Assistance Center resources, NetTutor, SafeAssign and the librarians.

1R5 RESULTS

1P5: Summary results of measures; comparison of results with internal targets and external benchmarks: interpretation of results and insights used.

Core Ability review results Manage Information and Act Responsibly, demonstrated that students' measured abilities in these areas indicated an average of 86% and 68% respectively. Trends show that students are able to Manage Information with a noted 97% while Act Responsibly peaked at 86% and then declined to a 73%. Faculty are concerned with the Act Responsibly results and are reviewing strategies to improve this area.

In addition to measuring the indicators within each Core Ability, faculty are asked to assess whether students artifacts are original work and if the artifact is at college level. The summative

findings have indicated that 97.9% of student's artifacts are believed to be original work and 91% are at a college level. This supports the intent of achieving academic integrity.

In addition, the Core Abilities information was shared with and validated through feedback provided by the College's Advisory Board members. The Core Abilities Manage Information and Act Responsibly feedback results indicate that employers would like to see more student improvement in these areas.

Faculty have indicated that there have been improvements in their teaching and student learning as a result of the Core Abilities initiative, faculty survey data. Sixty-six percent of faculty saw a positive impact in their students' abilities while 66% of faculty made changes to their curriculum based upon their understanding of the Core Abilities. Eighty-five percent of faculty agree or strongly agree that mastering the Core Abilities is important for students.

SC Aware report data show that there were more cases of academic concerns reported in 2016-17 than 2015-16. There is an ongoing effort by Student Relations and academic administrators to inform faculty and other employees on when and how to report academic integrity concerns through SC Aware. The number of academic integrity cases has increased and most of them were related to plagiarism. The increased number may be a result of the training on reporting or the availability of tools to detect plagiarism.

Faculty and students are using the SafeAssign plagiarism detection tool as noted in this Fall 2017/Winter 2018 Safe Assign usage data. Though, the number of courses including SafeAssign are increasing, usage of the tool shows a decline.

The Writing Studio contacts demonstrate that more students use the service in the fall semester, however since 2015 usage has declined. NetTutor usage spiked in winter 2018 and seems on par with national average data.

115: IMPROVEMENTS

115: Interpretation of results and insights gained

The SC Aware cases indicate that many students are not prepared to properly cite sources in their academic writing. To address this weakness, the College: included additional academic integrity information in the mandatory orientation, launched NetTutor, deployed SafeAssign, assigned librarians to each discipline, encouraged faculty to address academic integrity requirements earlier and restructured the Writing Studio to be a more student facing service. In addition, librarians offer information sessions and faculty are encouraged to participate in authentic assessment and instructional design professional development opportunities.

In addition, revised academic integrity language was placed in all Common Syllabi to improve clarity and to align with the Student Code of Conduct. Along with this change, the Student Code of Conduct was updated to address plagiarism/cheating issues. To further assist students the goal is to construct an online plagiarism module that could be available to all students but a requirement for those students who have been identified struggling with this topic.

As the use of SC Aware continues to increase, a plan to further categorize reporting through a system of tagging is in place. Defining data more specifically will lead to richer reports and more informed decision making around academic integrity. Along with this, we would like survey faculty to determine the types of academic integrity issues they are seeing and the resources that would be helpful.

To strengthen our practices on ethical research our Research and Analytics department is exploring the possibility of creating an official policy for the College with regard to human subjects research.

We are also looking at identifying artifacts that could be used to assess Act Responsibly in co-curricular activities since academic integrity permeates throughout the college experience.

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2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1: Processes

2P1: Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The College utilizes internal and external assessments to identify underprepared and at-risk students. Placement of incoming students is determined through SAT scores, placement testing, and transcripts from previous institutions. Cut scores have been determined to address levels of ability, guide course selection and support services required. Students must meet with an advisor who will review the data and help students choose an educational pathway.

The Early Alert software enhances the College's ability to identify and reach out to current students struggling with content and/or attendance. Faculty can use this tool to connect students with appropriate student support services (e.g. advising, disability services or tutoring). Once identified, students are linked with appropriate services and support, such as the need for appropriate services and support, such as the need for accommodations or for academic support services through the Learning Assistance Center (LAC).

Faculty also provide progress reports on students in the Student Athletic Support System (SASS). If a student is struggling, they are required to create a plan of action consultation with the SASS coordinator or an academic advisor. Students on academic dismissal who wish to continue their education are required to enroll in a Collegiate Skills course, designed to identify and remediate areas of concern.

2P1: Determining new student groups to target for educational offerings and services; and meeting changing student needs; and Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

The College communicates with prospective until enrolled students through the Ellucian Recruit customer resource management (CRM) tool that allows contact via phone, email, and letters. Many of the messages sent to students inform them of the support services available at the College. Once the student is enrolled, academic advising services are designed to assist students in developing meaningful educational, career and personal plans that are compatible with their life goals. These services may include: developing a schedule, creating a personalized education plan, support with personal life choices and providing guidance for students planning to transfer.

The new student orientation options were revised to include an online option which provides much more flexibility to our student population.

Ideas for new student groups originate with the SEM Steering Team and other departments or divisions. Once a new group is identified, the next step is go through the Strategic planning cycle, and if approved, an objective is created and brought to the SEM Steering Team for inclusion in the SEM plan. This process demonstrates that ideas can originate from all levels of the organization, are vetted before resources are allocated to them and will receive coordinated, cross-departmental support for implementation.

2P1: Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Once a student has been referred to, or has sought out support services, arrangements are made through the LAC to link the student to the correct resource. Some of the college support services include: Tutoring services, Writing Studio, Veterans' Center, and the Hinkle Resource Center,

In addition, Learning Support Services and Distance Learning partnered with NetTutor, an online tutoring service, which is integrated into our Learning Management System (LMS) to provide synchronous, remote access to tutors in a wide range of subject areas. Students also have access to the SafeAssign plagiarism detection tool within our LMS. All support services are available to all students and are free of any charges.

2P1: Ensuring faculty are available for student inquiry (3.C.5)

The faculty contract requires that all full-time faculty members post and be available for five office hours per week. Part-time faculty members are not required to hold office hours, but are required to be available for student consultation. Faculty are also required to return inquiries in a timely fashion and are encouraged to communicate with students utilizing the tools within our learning management system.

2P1: Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Learning Support Services usage data informs and guides staff to offer programming to improve student success. The Bradner Library provides research support to students, faculty, and the community by offering free access to electronic databases, periodicals and research journals in various disciplines in both print and electronic formats. Research librarians are available to assist students and faculty on research techniques. Writing Studio employees and LAC tutors also are trained to assist students in research, writing, and course tutoring. Academic advisors and counselors work closely with faculty and are committed to providing timely support to students.

Faculty and staff who work with students gain insights on the needs of our students. When a need is identified students are referred to the appropriate area; however, if there are no resources this information is shared with administrators and potential solutions are explored. For example, it was noted that students were stopping out of school because they could not get a book or they

had a transportation issue. To assist these students the College created an emergency fund from which students could request funds, which would allow them to continue their education.

The faculty evaluation IDEA student rating results, see 3P2 also provides valuable information on how the College can help faculty in addressing student learning needs, possibly through professional development.

2P1: Meeting changing student needs

Changing student needs are regularly discussed at bi-monthly Student Services and Academic Services meetings and then with the SEM Steering Team. In addition, the two divisions hold a joint retreat where strategies are developed to address student needs and improve student success. Examples of changes resulting from these conversations include: increasing just-in-time scheduling, expanding course offering formats and developing fast track sessions for mathematics. In addition, registration debrief meetings are held to explore strategies for improving admission services, scheduling and communications with staff and students.

2P1: Deploying non-academic support services to help students be successful (3.D.2)

Non-academic support services are available to all students with hours and services available on the website and posted around the campus. The Answer Center, Blackboard support, academic advising, counseling, Hinkle Center, Veteran's Center, disability support service and student activities provide schedules so that students are aware of available services. Availability of some services may increase during specific times of the semester due to increased need. For example, tutoring center offers additional hours near the end of a semester to help students prepare for finals.

2P1: Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

The hiring process assures that all staff have the necessary, skills, abilities and competencies to perform their assigned work, see 3P1. During the evaluation process if there is a work performance area that needs strengthening then professional development may be identified, refer to 3P2.

In addition, the Learning Assistance Center (LAC) has earned Level 1, 2 and 3 certifications from the College Reading and Learning Association (CRLA). The process is rigorous and requires the ongoing collection of data to support success and student learning.

2P1: Communicating the availability of non-academic support services (3.D.2)

The College's system for communicating with students regarding academic and non-academic support services is multi-faceted and begins with the Ellucian CRM Recruit system through which prospective, newly applied and enrolled but not yet registered students receive planned communications (email, postal mail, phone calls) making them aware of services and providing guidance through the enrollment process. New student orientation and College and Beyond

(CAB), a required course for all new students, both include segments focused on student support services and student success. The Student Handbook provides an overview of services available with additional information available on the College's website.

The Early Alert system allows faculty to submit reports about students who may require support services, prompting outreach from student retention staff often resulting in making students aware of available support services.

2P1: Selecting the tools, methods and instruments to assess student needs; assessing the degree to which student needs are met

The Research and Analytics (R&A) department works with Academic and Student Services to measure the effectiveness of student support services. Graduate follow-up surveys, the Community College Survey of Student Engagement (CCSSE), and the Noel-Levitz Student Satisfaction Inventory (SSI) are examples of measurement tools selected. Data from these tools resulted in several Key Performance Indicators (KPIs).

Departments conduct analyses on a more detailed level to formulate actionable improvement strategies that may include recommendations for curriculum, program development and design, and resource allocation. For example, a number of learning and study style inventories were added to the Student Success course.

2R1: Results

2R1: Summary results of measures; comparison of results with internal targets and external benchmarks; and Interpretation of results and insights gained

The College elected to include broad categories of student satisfaction, engagement and perceptions of campus climate as key performance indicators since research demonstrates that these items are linked to student retention, graduation and goal achievement.

The Student Success on Institutional Core Abilities KPI indicates students are successfully demonstrating attainment of the College's eight Core Abilities, see 1P1, at rates above the internal benchmark target of 70%. Attainment of Core Abilities suggests that students are being provided with appropriate academic and non-academic support to ensure success in this area.

The Next-term Persistence by Cohort, Fall-to-Fall Retention by Cohort and Success Rates – Graduation and Transfer-Out Rates KPIs provide trend data that indicate the College has been stable in meeting the needs of students in terms of academic and non-academic services since the College meets national benchmarks for persistence and retention. While Schoolcraft's completion and success rates are higher than Michigan peers, national community college graduation and success rates are shown in this KPI as an aspirational peer group to focus improvements efforts in these areas.

Student satisfaction on faculty availability, as measured in the Community College Survey of Student Engagement (CCSSE), demonstrates that the College performs similarly to our large

college peers, though the College hopes to see continued improvements in these areas as improvement strategies are developed to improve timely feedback to students.

Results from the most recent SSI indicate that although some services and support resources are satisfactory and generally are at, near or slightly higher than national benchmarks, others remain significantly below the national average and have been identified as areas to target for improvement. However, it's important to note that while Schoolcraft is below the national average on these items, trend data demonstrates that all but one of these measures has increased since the last survey administration in 2014.

Results from the most recent Community College Survey of Student Engagement indicate the College's services and support resources are satisfactory and generally are at, near or slightly higher than national averages and benchmarks at comparable institutions. Two areas, career counseling and transfer credit assistance have notably higher satisfaction as compared to three year prior, as compared to the large college peer group.

The Priorities Survey for Online Learners measures student satisfaction of online learners. Responses to questions posed to students regarding satisfaction are comparable to national average benchmarks indicating the College is generally meeting needs of online students. It should also be noted that two categories that exemplify student support, satisfaction with student services and satisfaction with academic services, demonstrated significant improvement over 2014 scores.

2I1 Improvement

A new student orientation was created to provide more information on available student and support services and student participation has improved, Recruit software was secured to improve communications to prospective to enrolled students, Career Coach (described in 6P2) was launched, Mathematics Fast Track sessions were deployed and College and Beyond (CAB) 102 course was developed to incorporate enhanced learning opportunities on student support services, career exploration, review study skills and identifying learning styles.

Through SEM the need to explore and expand learning opportunities for the international / ESL students was identified. What followed was a major revision to the ESL courses offered. Two tracks of study were created, credit courses for those students on a visa or with plans to pursue a certificate or degree and non-credit courses for those who wanted cultural and community acclimation. It was also determined to increase the College's outreach effort by building new community partnerships.

Academic support services were realigned to report to the Associate Dean for Student Success and Retention to strengthen access to student services for improving persistence, retention and completion efforts of student.

As a result of the implementation of the Early Alert System in 2015, outreach to students who are identified at-risk has had a positive impact on persistence, retention and completion. Planned

expansion of communication efforts are anticipated to result in continuing improvement in this success measures.

The redesign of academic advising services is underway to better assist students in identifying their educational goal and then accomplishing that goal. This is one of the steps within our Guided Pathways initiative.

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- CCSSE Services and Support Resources Data Figure
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- Core Abilities KPI
- Counseling Brochure
- Ellucian CRM Recruit
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- ESL Classes - Comparison Credit vs Non-Credit
- Fall to Fall Retention KPI
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- Jumpstart_General Promo FALL 2018
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- New Student Orientation Options
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- Next Term Persistence by Cohort KPI
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- Student Athlete Support System
- Student Engagement KPI
- Student Satisfaction KPI
- Student Use of Learning Support Services Report from 2012.3 to 2018.4
- Students with Disabilities Trifold
- Success Rates KPI
- tutoring
- Veteran Services brochure
- Writing Studio

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2: PROCESSES

2P2: Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

The College collects student retention, persistence and completion data from multiple sources: Integrated Post-secondary Education Data System (IPEDS), National Community College Benchmark (NCCBP), State of Michigan Community College Service Unit (CCSU), and

National Student Clearinghouse (NSC) for monitoring student persistence (fall-to-winter), retention (fall-to-fall) and success rates (combined transfer-out and graduation rates). The introduction of the KPIs provides a platform for displaying these data points.

Retention and completion rates are calculated and reported to IPEDS but since the federally mandated IPEDS methodology excludes more than 80% of Schoolcraft College students, Schoolcraft focuses on data calculated using the NCCBP methodology for performance tracking and improvement efforts. For example, the NCCBP calculations include both full and part-time students, which is important as 72% of Schoolcraft's population is part-time.

2P2: Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Strategic Enrollment Management (SEM) Steering Team recommends targets for persistence, retention and completion that are reviewed, modified as necessary and approved by Cabinet, and reflected in the annual Strategic Objectives. When developing the Key Performance Indicators (KPIs), Cabinet chose strategic, aspirational targets using benchmarks from either national peers or Michigan community college peers. Perkins Core Indicators for occupational (career and technical programs) have critical targets set by the State of Michigan that are important for the college to achieve in order to obtain Perkins funding. These data points and targets will be reviewed, discussed and potentially revised by College leadership prior to setting next year's Strategic Objectives.

2P2: Analyzing information on student retention, persistence and completion

The SEM Team works in tandem with the SEM Data team to analyze data produced on retention, persistence and completion. Once analyzed, data is reported out to key stakeholders so that improvement strategies can be implemented. The Graduate Follow-Up Survey report also provides findings for the SEM Team, such as, 73% of the 370 respondents from 2016-2017 academic year stated that the College prepared them for their career.

- Perkins Core Indicator 3P1 for retention in occupational programs
- IPEDS Completions data by CIP code
- Perkins Core Indicator 2P1 for completion by occupational program
- State of Michigan Governor's Metrics six-year outcomes using the Voluntary Framework of Accountability definition
- NCCBP course success rates
- Graduation rates by program, which are included in all Program Review reports including Liberal Arts/ Transfer, refer to 1P2
- Postsecondary Success Rates as reported by the Center for Educational Performance Information (CEPI)

2P2: Meeting targets for retention, persistence and completion (4.C.1)

Improving performance related to student achievement, including retention, persistence, completion and job placement, is central to the College's mission and is incorporated into the strategic planning process as a 2018-2019 strategic objective in the Students, Stakeholders, and

Community/Economic Development pillar of the balanced scorecard. As mentioned above, the specific targets are reflected in the KPI's and Perkins Core Indicators, using historical performance and external benchmarks as guideposts. The work to accomplish this strategic objective is operationalized through specific project plans and Action Projects, further described in 4P2, Strategic Planning. These project plans are produced collaboratively and are centralized and coordinated through the Associate Dean of Retention and Student Success working with appropriate cross-functional committees, such as the Strategic Enrollment Management and Guided Pathways project teams. Progress made on the retention/persistence/completion strategic objective is summarized in the annual Accomplishments report and shared college-wide. The corresponding metrics are updated annually and will be reviewed again prior to launching the strategic planning process for the upcoming year.

2P2: Selecting the tools, methods and instruments to assess retention, persistence and completion.

The tools, methods and instruments selected to evaluate the College's work of retention, persistence and completion are selected based on several criteria, such as fit with the College's student population, alignment of data definitions and the ability to measure a particular goal. When possible, national benchmarking studies and state and federal frameworks are used in order to conduct comparative analyses of performance. For instance, the Institute for Higher Education Policy's framework was used to develop KPI's as it a national tool based on a meta-analysis of multiple national data initiatives. As mentioned above, the National Community College Benchmark Project is the most useful tool to compare Schoolcraft's performance in serving our student population, as the IPEDS methodology omits the majority of our students. The College's ERP system, queries, statistical software packages, surveys are some tools utilized to prepare the data.

2R2: RESULTS

2R2: Summary results of measures

Early Alert system was launched in 2015 to monitor those students who are identified as at-risk for completion and guide outreach strategies to increase persistence, retention and completion. Data collected was used for benchmarking and program review and improvement and data was shared with faculty.

Perkins Core Indicators for 2P1-Degree and Certificate Completion and 3P1 Student Retention measures both for 2016-17 and in a five-year trend analysis also indicate the College's ability to meet and exceed State Expected Performance. Research and Analytics has developed two interactive tools (CCSU Core Indicator Summary and Awards Conferred and Retention Trend Slicer) to facilitate program level analysis and historical trend analysis by Deans and faculty members.

Over a third of Schoolcraft's credit hours (35.36% as reported in the NCCBP) are completed in the career and technical education areas. As noted above, students do acknowledge that the

College prepares them for their careers and when examining Transfer GPAs Schoolcraft ranked 2nd, 3rd and 4th when compared to six peers.

2R2: Comparison of results with internal targets and external benchmarks; and Interpretation of results and insights gained

The College's Graduation Rate of 17% and transfer-out rate of 34% yield a 51% success rate that ranks third among the twenty-eight community colleges in Michigan and is the only larger sized college in the top eight. Longitudinally, this data is stable and improvements are expected as more recent cohorts are examined. Note that when the College first offered a bachelor's degree in 2015, it was then classified as a four-year institution by IPEDS, and as a result, reports on graduation rates for the cohort six years prior instead of three. Therefore, the College's recent efforts to improve retention and graduation may not be evident in the IPEDS graduation rates for several more years.

While the Graduation Rate KPI examines Schoolcraft's aggregate student graduation rate, it is important to analyze how success may differ by student sub-group. A look at Schoolcraft's graduation rate data by sub-group reveals that the results are consistent with national research in that historically underrepresented groups, such as Black, Multi-racial and Hispanic students (4%, 17% and 19%, respectively), have lower graduation rates (vs. Non-resident alien (38%), Native Hawaiian (33%), American Indian (25%), Asian (21%), White (20%)). The structural redesigns taking place under the Guided Pathways initiative aim to clarify and streamline college process for all students, but especially for those who face more obstacles and have fewer resources to help them navigate college processes.

In terms of next-term persistence (71%) and fall-to-fall retention (45%), National Community College Benchmark Project (NCCBP) trend data reveals that these scores have only shifted slightly over the years and the College tends to perform very similarly to the national average (72% and 48%, respectively). As mentioned previously, these are measures targeted for improvement in the Guided Pathways project.

Compared to other community colleges nationally and statewide, the College's retention, persistence, and completion results have been at or above average consistently for several years, including Next-Term Persistence, Fall-to-Fall Retention, Graduation and Transfer Rates. The College continues to consistently be at or above target measures in most categories of Student Success on Institutional Core Abilities. However, while the current targets have been met, these measures have remained fairly stable over time and Schoolcraft would like to improve these numbers to achieve our mission of being an open-access institution that successfully provides a pathway for upward mobility in terms of intellectual, economic and social growth. As such, one of the College's 2018-19 Strategic Objectives is to improve "success metrics including graduation rates, transfer rates, retention and job placement rates."

Unregistered student outreach includes real-time tracking fall to winter persistence., students not registered for winter are contacted periodically throughout the registration period and receive personal assistance for trouble shooting challenges they may have with continuing enrollment. The college set a goal of 72% persistence based off of the 2012 NCCBP Next-Term

Persistence NCCBP of 72%. In 2016/17 74% persistence was achieved and for 2016/2017 and 73% for 2017/2018, meeting the College's internal benchmark.

The Retention Committee worked on three pilot initiatives before being incorporated into the work being done in the Guided Pathways initiative. These pilots were:

- The Back On Track scholarship and Student Success Plan addressed students not meeting Satisfactory Academic Progress. Students were invited to meet regularly with a counselor to complete a Student Success Plan the goals of which were to earn a 2.0 grade or higher in all courses and not withdraw from a course without first meeting with a counselor. There was a 22% participation rate (n=26) and 70% (n=18) completed the Student Success Plan.
- Pre-planning for the launch of CRM Advise, an Ellucian product that aids in deploying a comprehensive communication plan for current students and providing a platform for targeted, early alert engagement plans.
- Outreach to students that stopped out, but indicated they want to return

2I2: IMPROVEMENTS

Through the College's work on persistence, retention and completion several improvements have been realized. First the merging of the Retention Committee into the SEM Steering Committee and the Guided Pathways Initiative. This has resulted in several new tools for identifying students at-risk and more opportunities for collecting data for measurable outcomes and to improve efforts recently launched as described above.

Six Schoolcraft students have been awarded the prestigious Jack Kent Cooke Foundation Undergraduate Transfer Scholarship. Schoolcraft's most recent winner was in 2017, where our graduate was one of 60 students nationwide to receive the \$40,000-per-year scholarship.

SEM Plan strategies identified to address persistence, retention and completion include: create a strategy for outreach and support for students who stop out at the beginning of a semester and to create a system to scale communications and outreach at critical points in time for all students.

Continue addressing Guided Pathways project strategies, such as, redesigning academic advising, determine gateway courses, develop student facing meta-major information and develop strategies with Faculty Forum leadership for early and more frequent assessments,

The completed redesign of CAB 102 and its launch in Winter 2019 is anticipated to result in improved persistence, retention and completion as a result of the emphasis that has been placed on providing students with more study and life skills, and information regarding the wide array of resources and services that are available to them.

Workshops are planned to familiarize a broader College audience with the KPI's and to solicit feedback for improvement.

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2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3: Processes

2P3: Determining key external stakeholder groups (e.g., alumni, employers, community)

The College's Mission Vision and Values serves as the cornerstone for determining key stakeholders beyond prospective and current students. Key stakeholders include adult lifelong learners, alumni, business and industry leaders, workforce development agencies, community members, taxpayers, College Foundation donors, employers, K-12 districts, school-age children and their parents, and university transfer partners.

2P3: Determining new stakeholders to target for services or partnership

Identification of new stakeholders is developed through strategic planning process, SEM Committee work, and Research and Analytics' environmental scans. Data sources, such as SEMCOG reports and R&A community data summaries, provide decision makers information on the changing demographics in the areas we serve. Our community partners and alumni are also a resource.

Other stakeholders may be identified for initiatives that are temporary, such as grant-funded projects. One example is our SC GAP pre-apprenticeship program, which is funded by the Michigan Department of Talent and Economic Development and is designed to jump-start students into US Department of Labor Registered Apprenticeships. Within this program, we partner with state and federal agencies, workforce development agencies, and employers to meet the local industry needs for professional trades employees.

2P3: Meeting the changing needs of key stakeholders

The College is responsive to the changing needs of stakeholders. Environmental scans and demographic data may result in the creation of a new certificate program such as Brewing and Distillation Technology, a new bachelor's degree in Culinary and Dietary Operations Management, or the creation of a non-credit dementia care giver training opportunity. The College may be contacted to fulfill a need, such as Trinity Health requesting training for nurses on Cardiac Rhythm Analysis, health care providers requesting training in our Health Professions Simulations Lab, or retirees requesting more activities resulting in the creation of a retiree committee. In addition, with 60% of our students on a transfer pathway, the College has partnerships with several universities to offer bachelors programs at the College.

Through current partnerships additional stakeholder needs were met: the St. Joe's Sports Dome was built and is operated in partnership with the St. Joseph Mercy Health System and the Wolves and Hawks nationally-ranked youth soccer clubs; an Urgent Care Center is available on College property due to a partnership with the St. Joseph Mercy Health System; and the annual Michigan Jazz Festival is held in collaboration with many philanthropic groups and attracts elite musicians and thousands of spectators to the College .

2P3: Selecting the tools, methods and instruments to assess key stakeholder needs; and assessing the degree to which key stakeholder needs are met

Informal and formal tools are used to ensure we are identifying and meeting the needs of our stakeholders. Employer surveys, satisfaction surveys, environmental scans, summative reports from grant work, and area demographic data are often used to assess local needs. In addition, feedback from advisory board meetings of approximately 300 members of industry, education, and the government provide specific programmatic input regarding curriculum, faculty qualifications, equipment, and facilities.

2R3: RESULTS

2R3: Summary results of measures; comparison of results with internal targets and external benchmarks; and interpretation of results and insights gained

The College utilizes several tools to identify whether we are addressing the needs of our stakeholders.

Alumni/Graduate Follow-Up surveys, conducted by Research and Analytics, provide both quantitative and qualitative information related to graduates' goal achievement, employment, earnings, and recommendations for the College. These surveys reveal that 98% of graduates would recommend Schoolcraft to others and they also provide useful data to understand how to continue to improve the student experience.

Employers of Schoolcraft graduates are surveyed to assure graduates are prepared for the workforce and, if not, to obtain suggestions for curricular changes. Results have consistently demonstrated that employers are satisfied with Schoolcraft graduates. For example, 96% of the responding surveyed employers of Schoolcraft College Medical Assistant graduates are highly satisfied with the graduates' ability to perform their duties and with their professional behavior. In the words of one Health Information Technology employer, "Schoolcraft College graduates we've brought on have a solid beginning foundation of coding guidelines and are quick to pick up our technical applications and workflows."

The Continuing Education and Professional Development (CEPD) department provides nearly 2000 sections of 650 different non-credit classes each year, serving more than 23,000 students, of which 56% are 46 or older and 44% are 45 or younger. The College's market penetration for non-credit courses is higher than 95% of comparable colleges in the National Community College Benchmark (NCCB) project. Student course evaluation results guide improvements to existing classes and help identify new opportunities like the Dementia Care program. Qualitative research was conducted with 25-45 year old CEPD students to better understand their needs and interests. The results confirmed that current programming largely reflects this group's preferences and insights gathered will be used for future developments.

The Business Development Center (BDC) provided business counseling, procurement assistance, market research, and custom training to 857 client companies in 2017, including 381 new clients. The BDC serves more companies than 98% of comparable colleges participating in the NCCBP. Companies working with the BDC in 2017 acquired \$120 million in government contracts and \$7.5 million in capital to start or grow their businesses (see link for the data from the BDC for the past three years). Requests for new custom training, additional workshops and training sessions, and consultation services continue to increase along with high ratings on client satisfaction surveys, indicating that business and industry leader and employer needs are being met.

In terms of the perceptions of stakeholders in our local communities, the EPIC MRA Community Attitude Surveys validated that community members have strong positive impressions of Schoolcraft, especially among those who are engaged in services, events, or other Schoolcraft offerings. When asked to rank area colleges on a scale of zero to ten, Schoolcraft College earned a mean score of 7.5, far surpassing all other area institutions (Eastern Michigan University (7.0),

Oakland Community College (6.6), Henry Ford College (6.4), Washtenaw Community College (6.0) and Wayne County Community College (5.5)). Polling data revealed the Schoolcraft College is second in terms of being the “top of mind” college within the local area, only surpassed by the University of Michigan.

2I3: IMPROVEMENTS

The College has been responsive to stakeholders by: creating educational opportunities to address particular workforce, personal, and cultural needs; collaborating on projects that were beneficial to the College and partners, assisting businesses to develop and grow, and providing opportunities for stakeholders to feel more connected to the College.

Incorporating more demographic and workforce data in our analysis of identifying stakeholder needs is an area for strengthening and the planning and deployment of webinars and career development resources for alumni are being addressed.

Community support, especially our stakeholders, is vital to the passage of the 2018 Ballot Initiative. While meeting stakeholders needs is always important to the College as it is inherent in the mission, extra emphasis and resources have been dedicated to this area, especially raising community awareness the local economic impact the College. The Local Strategic Value document for state appropriations, produced by the College for the Board, contains numerous examples of our responsiveness to the needs of the local community.

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2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4: PROCESSES

2P4: Collecting complaint information from students

In 2015-16 the College implemented a centralized approach to handle complaints and concerns in a more consistent and coordinated manner. Students are encouraged to directly submit concerns and complaints through a centralized online reporting tool, SC Aware, which was established in connection with Policy 2160 Student Complaints. Forms are provided on SC Aware to guide users in reporting vital information related to the concern. Instructional concerns

or academic matters; report concerning behavior or misconduct, request a late drop, withdrawal or retake credit, customer service concerns and issues, and website or technology accessibility concerns are categories to help students when reporting a concern.

Students are informed of the SC Aware tool during their mandatory orientation and College and Beyond (CAB) course, through the student code of conduct, articles in The Connection student newspaper, information booths during Welcome Back events, and individual faculty and staff conversations.

Two additional sources of information regarding complaints were added to the Student Relations monitoring efforts, in response to an increasing number of complaints presenting themselves on social media. The College's Intelligence Operations Center, which opened in 2015, monitors social media channels as part of regular safety/threat assessment functions. The Marketing Department also uses Cision media monitoring and AgoraPulse to monitor Twitter, Facebook and Instagram. Any concerns/complaints identified by these departments, are reported to Student Relations through SCAware, as well.

2P4: Collecting complaint information from other key stakeholders

College faculty and staff, other key stakeholders and the community are encouraged to use SC Aware to report concerns. Staff and faculty are told about the SC Aware tool as part of the hiring and orientation process and are offered reminders, for example, during Welcome Back events, departmental meetings and email. The SCAware link is on the homepage of the college's website and is accessible to anyone. Employees inform stakeholders and community members about the SCAware tool and encourage them to complete a report, when they have a concern. However, when staff are made aware of concerns, they may also file a report on behalf of a stakeholder to ensure Student Relations is notified of potential concerns so they may be addressed.

2P4: Learning from complaint information and determining actions

The SC Aware tool feeds information into case management software (Maxient) and all reports are triaged through Student Relations to determine the best approach to resolving the issue. Information is gathered from all parties involved and Student Relations serves as a mediator to bring the matter to resolution.

Student Relations follows this process for an instructional concern. Many times there is a misunderstanding such as with a syllabus or policy, which leads to a training opportunity with the student, faculty or staff member. Also, Instructional Administrators may identify that there is a need for faculty development on topics, such as: explaining the syllabus, creating student facing documents, defining how assessments are handled, class management strategies or College policy review.

Resolutions may include a referral to counseling and advising services or a referral to Campus Police. If deemed necessary, some situations are referred to the Student Threat Assessment Team or the Behavioral Intervention Team which is now called the CARE (Campus Awareness

Response & Education) Team. If the resolution necessitates adjudication for concerning behavior or misconduct, Policy 1060.7 Student Conduct and Discipline Committee is followed.

When a request for a late drop, withdrawal or retake credit is received, Student Relations completes preliminary research and may refer the case to the Instructional Administrator for additional consultation, before a resolution is determined.

Customer Service complaints are processed following this resolution flowchart. General customer service concerns which may include: issues related to conditions of facilities, quality of customer service and concerns about safety are referred to the appropriate department for analysis and possibly action. Based on the concern, FAQ's may be created, policies and procedures may be reviewed and customer facing materials may be updated. If the complaint filed is levied against the Schoolcraft College Police Department or an individual member of the department, the Public Safety Advisory Committee, consisting of staff and faculty, reviews the concern and may assist in determining a resolution in accordance with Procedure 1070.4.

Website and technology accessibility concerns are generally referred to Marketing, Distance Learning, Information Technology or Disability Services, depending on the issue for review and resolution determination, if warranted.

2P4: Communicating actions to students and other key stakeholders

Individuals who submit reports receive an initial communication acknowledging receipt of the report. As triage is done and the steps in the investigation process are completed, status emails are sent to the complainant and other appropriate parties. Additional documentation may be provided that documents telephone conversations and face-to-face meetings. When appropriate, a formal resolution email is sent to the complainant and applicable campus stakeholders and the case is closed.

2P4: Selecting the tools, methods and instruments to evaluate complaint resolution

Three assessment tools have been identified: case completion results, case debriefs, descriptive data, and a post-case survey. Case completion results examine how long it takes to resolve complaints. Case debrief discussions are used to share information on individual cases and their outcomes, discuss options and methods for resolution, and identify patterns. Descriptive data from the case management software gives staff a sense of the type of cases reported. Piloting of the post-case survey began in Fall 2018. The online survey is sent to complainants once the process is completed to evaluate their satisfaction with the timeliness of the process and to ensure we explained the process in a way that was understandable.

2R4: RESULTS

The College made the decision to centralize the complaint reporting system which streamlined processes, improved communications and allowed for resolutions to occur within respective time-frames. Students, stakeholders, employees and community members now have one location, SC Aware on the College's website to report their concerns.

The SC Aware report data from 2014-2018, shows an increase in the reports being filed. Since the launch of our comprehensive SC Aware, the number of reports increased 48% between 14-15 and 15-16 and has stayed steady. Due to the centralization of the process to Student Relations, the time to resolution has decreased drastically. Originally at 30 days in 2015 (as noted in our 2015-2018 portfolio), the time to resolution continued to decrease each instructional year; for both instructional concerns (down to 12 days) and customer service concerns (down to 8 days).

The addition of the website or technology accessibility concern form to the SC Aware page in 2018 was due in part to a trend of website issues being disclosed on social media platforms and a requirement to notify the institution of digital accessibility concerns. Data is currently being tracked to note any trends to help identify potential improvements to the website and other web-based digital environments at the College.

The 2016 Campus Climate Survey of 1,727 students, demonstrated that: 59% of students strongly agree or agree that filing a report or concern is worth the effort, 53% of students strongly agree or agree that Schoolcraft takes action on filed complaints, 18% of students strongly agree or agree that they have used SC Aware to report a problem and 35% of students indicated they strongly agree or agree that the college contacted them on a reported problem or concern.

2I4: IMPROVEMENTS

The reorganization of the College's approach to identifying and resolving complaints, concerns and issues from all stakeholders ensures that: case triage activities are consistent, case creation to resolution is timely, appropriate individuals are communicated with or involved in the process and opportunities for professional development and information sharing occurs. The inclusion of electronic communications monitoring has allowed the College to expand our scope for identifying potential concerns and issues.

The use of trend data to determine process improvements, professional development opportunities, procedure changes and strategies for improving specific areas of concern, are areas for improvement.

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2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5 PROCESSES

2P5: Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses; and building and maintaining relationships with partners

The College's collaborative relationships are established and maintained through initiatives undertaken at the presidential, foundation, cabinet, division, department and discipline levels. For example, faculty, academic administrators, and student service employees are encouraged to work with the College's five school districts to create a seamless pipeline for students to springboard into College (e.g., Culinary Arts articulation agreement with several

local career technical education centers). In addition, working relationships with transfer universities are explored to assure ease of transfer for students (e.g., transfer guide for the University of Michigan Dearborn). The decision in selecting Saint Joseph Mercy Health System to establish an urgent care on campus is another example of a strategic outreach for collaboration.

When selecting partners, the College's mission is the cornerstone to assure that these relationships help individuals and groups achieve intellectual, social, and economic goals. Collaborative partners are also considered during the strategic planning cycle as administrators and staff identify projects under the "Promote and strengthen student and community engagement" objective. In addition, ideas for new partnerships may come from existing collaborations as informed conversations occur, leading to new relationships. For example, Wayne State University chose to bring their Confucius Institute to our campus. Their administrator then approached our International Institute leaders, resulting in a collaborative partnership where enhanced cultural experiences will be offered to our students and community members. International Institute and Focus Series leadership also collaborated with the Michigan RoundTable to increase civic and social engagement for students, faculty and the community-at-large.

To ensure consistency and quality as strategic relationships are formed, the College has established guidelines outlining the steps when new academic partnerships are being considered. New partnerships are presented to the Associate Dean of Advising and Partnerships. Initial review of the proposal includes 1) value to the student, 2) resource availability, and 3) sustainability of the partnership. The Associate Dean of Advising and Partnerships summarizes the proposal and its impact on students and the college and presents it to the Dean of Students, who shares it with the Vice President of Student Services. Decisions are communicated back to the requesting college by the Associate Dean of Advising and Partnerships.

Building and maintaining relationships is a key responsibility for College employees and stakeholders. Employees interact with many partners to strengthen relationships and to participate in community activities. For example, College faculty and staff hold positions on:

- Michigan Board of Nursing; Nursing Education Committee
- Chambers of Commerce
- American Culinary Federation
- Wayne County College Access Network Leadership Team
- Michigan Occupational Deans Advisory Council
- Michigan Educational Apprenticeship Training Association
- Workforce Intelligence Network
- Midwest Chapter of American College of Healthcare Executives
- University and Career and Technical Education Advisory Committees

Faculty and staff also participate in education and workforce development organizations such as:

- I-275 Industrial Council

- MichiganWorks!
- Michigan Education Association
- Michigan Economic Development Corporation
- Michigan Department of Talent and Economic Development
- National Council on Continuing Education and Training
- Detroit Drives Degrees
- National Association for the Education of Young Children (NAEYC)
- National Council for Workforce Education (NCWE)
- Many, many professional organizations (e.g., American Welding Society, Michigan Brewers Guild, American Massage Therapy Association, American Health Information Management Association, etc.)

The goal here is to improve the business climate in the region and to identify opportunities for new programs and program improvements for our students and community stakeholders.

In addition, the College participates in state sponsored organizations to explore opportunities that benefit the College, students, and community stakeholders:

- Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)
- Michigan Association of Community Colleges (MCCA)
- Michigan Center for College Success (MCCS)
- Michigan Liberal Arts Deans (MLAD)
- Michigan Association of Chiefs of Police
- Michigan Occupational Deans Administrative Council (MODAC)
- Michigan Association for Continuing Education and Training (MACET)
- Michigan Association for the Education of Young Children (MAEYC)

In addition, the College regularly meets with K-12 institutions to explore and create learning opportunities through dual enrollment, early college, and articulation agreements.

2P5: Selecting the tools, methods and instruments to assess partnership effectiveness; and evaluating the degree to which collaborations and partnerships are effective

For Occupational Programs, a program evaluation is conducted every five years for each program on a rotating schedule to evaluate their effectiveness, to gain feedback from key stakeholders, to review data, and to make appropriate changes in curriculum, equipment, and facilities (e.g. Criminal Justice and Homeland Security reports). Other partnerships make use of regular meetings and/or surveys to evaluate a particular arrangement or initiative. Examples of these include training partnerships with local companies that are evaluated by employer meetings and program evaluation surveys and by meetings and surveys conducted with members of Occupational Program Advisory Committees (e.g. Fire Technology Advisory Committee Meeting minutes). The College also uses formative assessments, such as the number of signed articulation agreements with school districts, and summative approaches, such as market penetration of the high school graduates segment, to evaluate its collaborations.

2R5: RESULTS

2R5: Summary results of measures

Outcomes of the College's efforts toward building collaborations and partnerships are expressed with both qualitative and quantitative data.

The College partnered with five K-12 districts to create 55 articulation agreements aligning K-12 career and technical courses with Schoolcraft College occupation courses and programs.

The College and Airport High School District partnership resulted in the creation of an Early College Program ("SC EDGE") that offers high school students an opportunity to complete a certificate by year 12 or an Associate Degree in year 13. In 2017, twelve students successfully completed the program and eleven completed in 2018.

The Alternate Route to Interim Teacher Certification (ARC), the only one of its kind at a community college in Michigan, has resulted in the establishment of partnership agreements with nine charter school organizations (>100 schools), nine school districts, one intermediate school district, and six private or parochial schools as possible sites for placement of ARC candidates for the practicum course of the program. These partnerships meet the growing need for teachers at these schools and districts. There are 155 students admitted to the ARC program. At this time 91 are currently working as certified teachers. The others are in the pre-certification courses, or certified and waiting for a position.

Currently the College has established 50 articulation and special transfer agreements with for students hoping to transfer to a four-year university. Furthermore, students and community members have the opportunity to enroll in courses, available at the College's three locations, from four college partners: Wayne State University (WSU), Ferris State University, Davenport University, Northwood University. All colleges have articulation agreements with Schoolcraft that allow students to take up to 90 credits at Schoolcraft prior to transferring. The partnership with WSU witnessed an 88% growth in the number of students taking WSU courses on the College's campus in only two years.

The College, in conjunction with the Wayne County Head Start Program, launched a program at the Radcliff Center. This program provides parents an opportunity to take classes that lead toward a certificate or degree while their children are being taught at the same time. There are currently 16 families participating in the program.

Through the collaborative work of faculty with the leaders of the Michigan Roundtable, the College was able to host events for all College stakeholders, such as: An evening with Tim Wise - renowned anti-racism activist and educator, "We Don't Want Them" - housing and segregation travel exhibition hosted twice on campus, An Evening with Judge Damon Keith - senior United States Circuit Judge of the U.S. Court of Appeals/national Civil Rights advocate and Diversity and Inclusion faculty training.

The College partners with Livonia Public Schools (LPS) to provide enhanced facilities and state-of-the-art technology for Livonia's Transitional Program (LTP) for developmentally disabled students, age 18–26, to teach them workforce skills for future employment. The College provides space for the program and created work study programs that allow students to gain practical work experience on campus in a variety of locations including our Bookstore, Finance & Business Services Division, and Facilities Management. Attendance is approximately 60 students per term. Approximately 22% of these students exit the program with a job.

Employer partners have hired 38 participants from the Business Development Center's (BDC) short-term (non-credit "bootcamp") training programs in CNC operation and welding. In addition, these partners provide continual feedback on how to improve the programs.

Schoolcraft is a Registered Training Institution for Ford Motor Company. Through this partnership, the College offered a three course Industry Readiness Certificate Program in which 269 Ford employees participated. Those who completed the series were eligible for career enhancement through apprenticeships. The College also provides the opportunity for non-credit continuing education classes for Ford's more than 50,000 employees.

Area employers partnered with the College to develop "Introduction to Plastic Materials & Processing (IPMP)," a non-credit, short-term training course which resulted in a demand for the development of Plastic Technology skills certificate, certificate and associate in applied science degree programs, which were all offered starting in the Fall of 2017. The IPMP course has been offered over 12 times on campus and several times on-site at local employers' facilities. The Plastic Technology credit program will likely have its first associate degree graduates in May of 2019.

The partnership with Saint Joseph Mercy Health System resulted in an urgent care facility to provide access to health care services for students, faculty, staff and the community. Prior to opening, Schoolcraft and Saint Joseph Mercy conducted a research study to understand stakeholder needs for the new urgent care, such as desired services, hours of operation, seminar topics, etc. One semester after the grand opening, urgent care hours were expanded due to higher-than-anticipated demand. In addition, St. Joseph has agreed to work on a training program that would involve our Medical Assisting Program and Nursing Program students.

2R5: Comparison of results with internal targets and external benchmarks; and interpretation of results and insights gained

In reviewing data, it was noted that Schoolcraft students are adequately prepared for course work at four-year universities, as evidenced by average GPAs at local universities ranging from 2.96 to 3.16. When compared to other community colleges, our transfer students performed on par with transfer students from six peer community colleges, according to Michigan's Center for Educational Performance (CEPI).

Schoolcraft College participates in the National Community College Benchmark Project that includes metrics related to collaboration. Schoolcraft College's market penetration for public meetings is higher than 90% of comparable colleges, while community cultural activities ranks

higher than the 75% of community college peers. For the "companies served" benchmarks, Schoolcraft College is higher than 98% of comparable institutions. The College's enrollment of public high school graduates is similar to comparable institutions, ranking in the 52nd percentile.

A portion of the College's appropriations from the State of Michigan are tied to Local Strategic Value. In order to receive these funds, the college must demonstrate that it meets best practices in identified performance indicators. The College's results demonstrate effective partnerships, as judged by the State including:

- SC met 5 of the 5 best practices in Category A, "Economic Development and Business or Industry Partnerships"
- SC met 5 of the 5 best practices in Category B, "Educational Partnerships"
- SC met 5 of the 5 best practices in Category C, "Community Services"

Program advisory board surveys reveal that 84% of respondents think that the College collaborates effectively with them and 42% of them see student intern opportunities increasing in the future.

By investing resources in building and maintaining relationships, the College has developed an understanding of the pressures and challenges partners face within their own industry and also how these partnerships will help the College carry out its mission.

2I5: IMPROVEMENTS

New partnerships and enhancements to existing collaborations are always being explored or implemented.

Schoolcraft is currently considering expanding the reach of the SC EDGE program beyond the Airport School District to more districts, especially those schools in the Downriver Career and Technical Consortium.

Based on employer input, the College has reengineered its approach to internships by connecting them to experiential learning courses. Since the College has added an Apprenticeship Coordinator and an Internship Coordinator over the past few years, more opportunities for student internships, as well as apprenticeships, have become a reality and more opportunities will be available as new partnerships are developed. Strengthening current partnerships with key stakeholders and identifying new partnerships in growing fields is a major focus for the future.

The College will continue to work with partners to create new or enhanced offerings to meet the needs to those who will be served.

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3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1: PROCESSES

3P1: Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

The College's systematic processes for recruiting, hiring, and orienting new employees are designed to provide structure and consistency, to treat applicants equally, to be legally compliant, to hire the most qualified candidate and to assure they are oriented to the College.

When a vacancy occurs, the recruiting process begins with the hiring manager reviewing the job description for updates in qualifications, skills, competencies, and job responsibilities which serves as the basis for crafting the job posting. Managers use a Competency Model to aid in identifying skills, abilities and characteristics that are critical to successful performance in a given position. Five to eight competencies are identified from the Competency Model for all staff positions and are included in the job description along with minimum educational and experience qualifications.

Positions are posted on the College's online application system and advertised via standard and targeted sources. Applications are collected within the online application system. The employment coordinator reviews the applications for minimum qualifications and advances qualified applicants to the hiring manager for review. Prior to interviews, applicants may be tested for certain qualifications such as, clerical skills testing.

Based on the Competency Model, the College uses a comprehensive guide of behavioral-based interview questions to measure a candidate's strength in the critical competencies. The hiring manager and selection committee select interview questions. Committee members use a rating tool to evaluate how well candidates demonstrate the required and preferred qualifications, skills and competencies. The most qualified candidates are identified and invited for panel interviews. The committee and hiring manager make the hiring recommendation for hourly positions; candidates for full-time faculty, administrative and executive positions are referred for a second round of interviews, with hiring recommendations made to the President to approve.

Once the candidate is selected, Human Resources (HR) determines a salary offer which is extended contingent upon satisfactory background and reference checks, and pre-employment physical results. When the offer is finalized, a starting date is determined and an orientation scheduled. When the process does not result in a successful hire, the position is re-posted and the process repeats.

Orientation checklists provide the framework for onboarding all new staff and full-time faculty. Employees complete a session with HR that familiarizes them with the College's mission, values, policies and procedures as well as the Employee Handbook and benefits. The hiring manager develops an individualized orientation plan that focuses on departmental and institutional processes and procedures specific to the position.

New Faculty Orientation program for new full and part-time faculty includes an introduction to the College, various offices, policies, procedures and resources available to them. New full-time faculty also benefit from a faculty mentoring program in which they are matched with another full-time faculty member during their first semester.

All new employees serve a probationary period (ranging from nine months to three years, depending on the position) in order to ensure a good fit between the employee's qualifications, skills and competencies, and the requirements of the position. The College monitors the completion rate of new hires through probation. Probationary evaluations occur at regular intervals.

After acquiring the faculty and staff needed for effective, high-quality programs and services, the College further ensures that staff members are supported in continued professional development by using a multi-layered approach. All staff complete required online training modules through SafeColleges®. The College offers an array of staff development programming, including a multi-part customer service training series. Employees may also attend continuing education and credit courses on campus tuition-free. Lastly, departmental budgets include dedicated funds for staff and faculty to attend off-campus professional or online development activities. These resources are described in both the Employee Handbook and orientation sessions. Professional development opportunities are explained in greater detail in section 3P3.

In 2016, after reviewing the HLC Systems Appraisal feedback, the College recognized an opportunity on analyzing quantitative data regarding recruitment, hiring and orientation practices, resulting in the Systematic Measurement of Employee Onboarding and Evaluation Processes AQIP Action Project. The College monitors metrics such as number of open positions, number of applicants and candidates, interview to offer ratio, offer acceptance rate, time to hire, cost per hire, etc. to evaluate the effectiveness of the hiring process.

3P1: Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

Faculty searches include additional measures to ensure that they possess the required qualifications; applicants must submit copies of their transcripts to ensure minimum competencies in academic areas are met. Faculty teaching in occupational program areas may have additional required credentials or licenses to verify prior to hire. Additionally, candidates are asked to deliver a teaching demonstration and provide sample assessments on an assigned topic related to their discipline.

For faculty positions, minimum competencies are developed by faculty chairs, department representatives and instructional administrators. Specialized programs or courses provided by Business Development Center/Continuing Education and Professional Development contracts with employers may be taught by College full- and part-time faculty. Currently the College does not offer any consortia or dual credit programs.

3P1: Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

The College regularly reviews full-time and part-time faculty needs levels by benchmarking our personnel numbers with similar sized peers and among community colleges nationwide. Continuity of faculty is assured through competitively benchmarked compensation packages and pay rates which attract and retain quality faculty, both full and part time. Faculty (and staff)

turnover is low and faculty (and staff) typically retire from long careers at the College; this longevity and continuity ensure that faculty provide essential classroom and non- classroom functions.

The AQIP Action Project also included implementation of a new hire orientation survey that allows the College to measure new employees' satisfaction with the hiring and orientation process including frequency of status updates and clarity of the process. Applicant pools for part-time faculty positions are maintained continuously for staffing classes as needed.

3P1: Ensuring the acquisition of sufficient numbers of staff to provide student support services

The demand for student support services varies throughout the academic year. The current staffing model starts with a baseline level and then supplemental staff are added during peak times to accommodate greater demand. This model ensures sufficient staffing to provide student support services while providing flexibility and efficiency. Students are periodically surveyed regarding satisfaction of student services provided to evaluate the effectiveness of this model.

3P1: Tracking outcomes/measures utilizing appropriate tools

The College also monitors turnover data and successful completion of the probationary periods for new hires to ensure positions critical to the mission are filled in a timely manner and with qualified staff and faculty to meet the instructional and student support needs of students, refer to 3R1.

3R1: RESULTS

3R1: Summary results of measures

Human Resources monitors New Hires and Employee Transitions annually to note trends related to new opportunities and/or professional growth for employees to transfer or promote to new positions. In addition, this information informs HR productivity and planning in light of the extensive resources the College invests within the Hiring Process. Analysis of annual recruitment and hiring data verifies that the College's processes are highly effective in filling vacancies in a consistent, fair and equitable manner. More than 97% of new employees successfully complete their probationary period, demonstrating that they met the qualifications, skills and competencies for their positions, and that orientation processes are effective.

In a post-orientation survey, employees (n=41) hired during July 2016-December 2017 were surveyed six months after hire. The survey, administered anonymously online, indicates that new employees view these processes favorably, since on a five-point rating scale (1 = Very Dissatisfied and 5 = Very Satisfied), the scores range from 4.12 to 4.82.

After receiving HLC communication on faculty qualifications in 2015, a task force was established with department chairs and representatives, instructional administrators, HR and Faculty Forum leadership to reevaluate the minimum competencies. In 2016-17 all faculty

members' qualifications were reviewed and those who did not meet our minimum competencies were provided with the opportunity to secure training or remain in areas for which they met the requirements. As a result the Vocational Approval Form used when hiring occupational program faculty were updated and a similar Transfer Faculty Credentialing Form was developed and is now in place for all general education/transfer program faculty members.

Faculty Orientation Feedback Survey data and IDEA institutional evaluation summary reports are analyzed to determine potential areas for faculty professional development opportunities. For example, professional development opportunities focused on the changing student demographics and how to engage them within the classroom. Feedback from recent New Faculty Orientations raised the issue of the amount of material being covered in such a short time and the request for more information on instructional strategies that will be addressed in the near future.

3R1: Comparison of results with internal targets and external benchmarks & Interpretation of results and insights gained

Based on a review of the salary and benefits structure of all community colleges in Michigan only one other college currently offers a higher salary and benefits package to faculty than Schoolcraft College.

Turnover data is benchmarked externally with other Michigan community colleges of similar size (MI CC ACS Category 3) and geography (MI CC Benchmarks). The data indicate that turnover at the College is consistently lower than other institutions and is generally quite low compared to national or industry turnover trends (KPI: Departures Excluding Retirement). In addition, turnover due to non-retirement reasons is very low, as compared to the national median turnover rate confirming that new employees fit well and are content in their positions.

The College monitors faculty and instructor staffing levels by benchmarking personnel numbers with similar sized peers and among community colleges nationwide. One metric monitored in this area includes the "minimal full-time faculty" ratio as reported in the 2018 HLC Institutional Update. Over the past several years, this ratio has remained stable between .95-.99, which is slightly under HLC's target of greater than or equal to 1.

Similarly, data from the 2016 National Community Benchmark Project (measuring the 2014-15 academic year) indicates that our current staffing levels tend to be leaner than our community college peers (n=166). For example, the Counseling and Advising office serves approximately 938 FTE students per staff member, while the 50th percentile among participating colleges is a ratio of 569 to 1. Schoolcraft would be better equipped to improve student satisfaction in counseling/advising, as measured by the Ruffalo Noel-Levitz Student Satisfaction Inventory, if staffing levels were closer to the 50th percentile. However, due to fiscal concerns (as described in 5.2) in recent years, the College offered a retirement buy-out program in 2017 that resulted in 55 full-time faculty and staff members leaving the College. Though only the most critical positions are filled at this time, the College plans to increase faculty in Spring 2019 and employee staffing in key areas upon successful passage of the Focus 2018 Ballot Proposal.

Though staffing levels may be lower than some of our counterparts, the College aims to operate as efficiently as possible to optimize resources for quality student service. In 2015, the Research and Analytics Department conducted a survey (using random sampling) among current Schoolcraft students by intercepting them at various campus locations using personal digital assistants to record the data. The findings revealed that, in aggregate, students are always or usually able to seek out student services at a convenient time. However, students who take most of their courses at the Public Safety Training Complex (PSTC) (59% always/usually able to visit student services at a convenient time) or Radcliff Center (82%) are significantly less likely to agree (vs. students at main campus - 89%). Likewise, while most students are satisfied with the hours of operation, those at the main campus are significantly more so (84%), with Radcliff students (59%) being the least satisfied (PSTC 65%). Overall, students prefer to obtain student services between 10am-6pm, with spikes from 12pm-2pm and 4pm-6pm. The Vice President of Student Services shared these data with administrators who worked to implement more flexible scheduling.

3I1: IMPROVEMENT

Through completion of the Systematic Measurement of Employee Onboarding and Evaluation Processes Action Project, monitoring processes have been operationalized and have already yielded useful information to guide the human resources strategy. Post-orientation survey feedback indicates that applicants and new employees have experienced the hiring and orientation processes positively, and the high percentage of new hires completing their probationary period indicates a good fit between employee skills, experience and expectations and those required for the position. Based on the few instances of exit interview or orientation survey feedback from probationary employees who left employment and indicated the position did not meet their expectations, the College has shared feedback with hiring managers and focused on refining the job description to accurately reflect qualifications and expectations, and communicating those better to potential candidates in the interview process.

Pending passage of the 2018 Ballot Proposal in November 2018 the College intends to fill currently vacant positions in key areas as quickly as possible. The College also plans to evaluate and monitor several factors, such as age of employees, length of service, continuing education, etc., of current staff and faculty to project future retirement trends and timelines for replacement and succession planning.

With the ratification of the 2018 - 2021 Faculty Contract updates related to our minimum competencies will occur to assure all faculty meet or exceed HLC's qualification.

The New Faculty Orientation program will be modified to add more teaching and learning strategies based on feedback from participants. In addition, efforts to reduce the amount of information presented will be examined.

Sources

- 2016 Community College Survey of Student Engagement
- 2017-2018 Food Service Evaluation Form
- 3 ch_Classroom observation tool 20060731
- 5 Mentor_Non Contractual Assignment For Full-or-Part-Time Faculty Member.docx
- CEUs Earned by Faculty with Tuition Waiver
- Competency Model
- Course Offerings Examples-Combined
- Departures Excluding Retirement (KPI)
- Employee Handbook 2018
- Faculty Mentoring Program
- Faculty Professional Development Series (2)
- Final Agenda-New Fac Orientation Fall 2018
- Hiring Process (2)
- HR-Comparison Data
- IDEA Institutional Summary Reports
- Instruction Approval Course Justification Form - ENGLISH example
- Minimum Competencies - 6-19-18
- Multi-part customer service training series
- National Community College Benchmark Project 2016
- New Hire Orientation Survey
- New Hire Orientation Survey(2)
- New Hires-Transitions
- Online Job Portal
- Orientation Checklist Combined
- Post Orientation Feedback Survey (2017)
- Posting
- SafeColleges
- Safety Listening Themes-summary of questions
- Schoolcraft_College-
Systematic_Measurement_of_Employee_Onboarding_and_Evaluation_Processes_03-12-18 (1)
- ServiceHrsofOperation_Report_v02_MS_20150603
- Turnover Data
- Vocational Application

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2: PROCESSES

3P2: Designing performance evaluation systems for all employees and utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators

Employee evaluations occur according to policy or bargaining agreements. They provide supervisors and employees an opportunity to discuss strengths and opportunities for development.

All full and part-time faculty are evaluated as proscribed in the collective bargaining agreement and the Faculty Evaluation Handbook. They are evaluated on instructional design and delivery, course management, content expertise, service to the department, college and the community and professional development. Peers and instructional administrators review components of a portfolio and students evaluate faculty utilizing the tool provided by IDEA. For non-probationary faculty, a full evaluation occurs every four years with a check point review midway through the cycle. Checkpoint Reviews with instructional administrators utilize student evaluations as a guide to establish professional development goals and activities. This evaluation process encourages faculty development to strengthen and improve teaching and learning. In addition, faculty are provided the opportunity to evaluate instructional administrators.

Evaluation systems for union groups (i.e. office professionals, facilities and food service) are defined in the collective bargaining agreements. Evaluations are designed to ensure employees reflect on their performance, identify improvements and professional development needs.

The Performance Appraisal System for administrators and executives is outlined in Board policy and procedure. Goals and objectives identified for executives and administrators are determined from the board approved Strategic Objectives at the beginning of the evaluation cycle. Actions plans are then created.

The evaluation system for classified and office professional staff include job responsibilities, critical competencies (as identified in 3P1) and any goals identified from the Strategic Objectives.

3P2: Soliciting input from and communicating expectations to faculty, staff and administrators and aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

These evaluation systems allow for input and expectations to be communicated between the employee and supervisor to assure their work aligns to the institutional objectives of the College. In addition to the annual formal evaluation process, regularly scheduled Cabinet, division, departmental and individual supervisor and employee meetings are valuable tools to solicit input and to communicate work expectations.

The new faculty orientation, full-time mentoring experiences, and evaluation training sessions between instructional administrators and faculty provide valuable opportunities for discussions and exchange of information for goal setting and planning. Instructional administrators also communicate with faculty on professional development activities that align to areas identified for

improvement, Checkpoint reviews provide a forum for faculty and their instructional administrators to review expectations and opportunities for growth as well.

3P2: Establishing employee recognition, compensation and benefit systems to promote retention and high performance

The College strives to provide compensation and benefits packages that attract and retain outstanding faculty and staff, focus on their well-being, and provide stability for the College. Schoolcraft's benefits package includes health, dental, vision, long-term disability, life insurance, flexible spending accounts, health savings accounts, deferred savings options, retirement, paid holidays, vacation, sick personal and sabbatical leave time, tuition reimbursement, professional development, wellness programs and access to the College's Fitness Center.

Compensation is linked to performance through two reward systems. Classified staff qualify for a merit award based on their overall rating score which is based on performance of job responsibilities, competencies critical for their position performance and achievement of goals and objectives. The Performance Appraisal (PAS) system for administrators links a variable element of compensation (worth 9-15% of salary) with job performance and achievement of goals and objectives.

3P2: Promoting employee satisfaction and engagement

A hallmark of the College's culture is recurring and special events that promote employee engagement and satisfaction, such as, Presidential Recognition awards; Employee Appreciation Luncheon with presentation of service awards; excellence awards for outstanding faculty; perfect attendance awards for office professional personnel; Board retirement resolutions; and the awarding of Emeritus and Honoraire status to outstanding personnel following their retirement. In addition, the College hosts fall and winter welcome events and an annual ice cream social. Other events such as open houses highlighting programs or services, celebrations of program launches and milestones, and inviting employees to participate in student-led or community events are ways the College promotes satisfaction and engagement.

Faculty and staff are encouraged to pursue professional development as described in detail in 3P3 Development. The tuition waiver benefit and tuition reimbursement are two benefits available to employees. In addition, professional development funds provided through department budgets allow faculty and staff to participate in workshops, seminars and training offered by professional organizations and other qualified training providers. Staff and faculty are also invited to participate in the College-sponsored two-year Galileo Leadership Initiative.

3P2: Tracking outcomes/measures utilizing appropriate tools

The college has undertaken two initiatives to gauge and promote employee engagement and satisfaction. In 2016 the college administered an Employee Engagement Survey to full-time faculty and full- and part-time staff. The survey measured how well employees were engaged or

satisfied in the following areas: organizational alignment, effectiveness, connection, and the effectiveness of their manager.

In response to feedback from the employee survey and in preparation for the Ballot Initiative in November 2018, the College hosted 12 information sharing sessions with staff and faculty in 2017 to discuss the college's financial state and to obtain employee feedback. Questions were posed to employees and anonymous feedback was elicited through Poll Everywhere software.

3R2: RESULTS

3R2: Results of measures and comparison of results with internal targets and external benchmarks

Staff evaluation ratings data has been analyzed for the last three evaluation cycles to identify patterns and indicators of employee contributions. Data indicate that staff generally perform at the level of Meets Expectations, 2.9 or higher, on a 5 point scale (1 = Needs Improvement, 2 = Below Standards, 3 = Meets Standards, 4 = Exceeds Standards and 5 = Outstanding). Evaluation rating data is generally consistent among this group of employees. Within the classified staff and office professional groups overall ratings range from 3.5 to 4.53. Ratings data and distributions for approximately 175 classified employees during each of the three cycles demonstrate the average rating score is very consistent (4.30-4.40 on a 5-point scale), indicating staff evaluations are very favorable.

Where employee performance fails to meet standards (below 2.90), staff do not qualify for a merit award and a performance improvement plan is developed. In these rare instances (annually only 1-3 situations) it has been noted that employee performance improves or employees leave the college.

Faculty members who fall below a review rating of 3.88 during their required portfolio review are afforded the opportunity to work with a mentor and also create an improvement plan with the appropriate Instructional Administrator. Since 2015 the number of faculty identified with a performance rating below 3.88 has decreased from 25 in Fall 2015 to three in Winter 2018 as noted in Faculty Improvement Process.

Results of the 2016 Employee Engagement Survey were informative for administrators. With 78% (399 out of 501) of eligible employees participating in the survey, response by employees far exceeded the typical response rate of 61% for employers administering the survey for the first time (according to the survey organization). On a 5 point scale, where 1 = Negative, 3 = Neutral and 5 = Positive, the average score on each factor was between 3.7 and 4.4. The survey compared the college's results with an external benchmark group of 44 colleges and universities that were aspiring top workplaces as noted in Key Performance Indicator Employee Climate Perceptions. Internally, departmental scores for 30 departments (where a minimum of six participants responded to the survey) were rank ordered from most positive to least positive. This provided a relative measure of engagement and satisfaction among internal departments and an opportunity to understand which departments demonstrated higher than average employee engagement and conversely, which departments had lower than average satisfaction or

engagement. Additionally, employees were able to provide open-ended comments and 660 comments were received.

3R2: Interpretation of results and insights gained

Cabinet and department leaders analyzed survey data results and comments from the institutional and department levels. They identified opportunities to address employee concerns and provided professional development opportunities for managers. Department leaders also shared information and results with their staff to assist in goal setting and planning.

One direct result of the survey was the implementation of information sharing and listening sessions hosted by administration. More than 300 employees participated in the initial 12 sessions and were asked the same set of questions. Their anonymous responses were displayed during each session provided for discussion as time allowed. All responses were cataloged and analyzed to identify common themes. The college published the feedback for all employees to access, allowing employees to review the breadth and frequency of ideas expressed. To address specific questions raised surrounding the 2018 Ballot Initiative, the President hosted 12 additional information and listening sessions attended by approximately 250 staff to address questions raised. Employee feedback were captured, cataloged, analyzed and shared with staff.

Finally, the historically low turnover of college employees, shown in Employee Turnover, demonstrates our success in retaining personnel.

3I2: IMPROVEMENTS

The Employee Engagement Survey provided an opportunity for identifying the positive factors or dynamics in the high scoring departments and to identify opportunities to address concerns in the lower scoring departments. The College continues to identify influential factors among the higher scoring departments as well as influential actors among the lower scoring departments, identify opportunities for professional development or training, and other means to address issues and concerns.

The survey was identified by the College as a Key Performance Indicator. Conducting another employee engagement survey in 2018-19 is being considered to learn whether referrals to professional development opportunities for managers in low scoring departments from the first survey have been successful.

The feedback from recent employee listening sessions has resulted in opportunities to address specific concerns and provide better communication between college administration and faculty and staff. As a result of these sessions safety related activities have been completed. Six additional listening sessions with the President will occur in the Fall 2018.

Exploring improvement strategies to enhance the Checkpoint Review process for faculty and the mentoring program for those who do not reach the 3.88 will occur in collaboration with union representatives. The College will also continue to evaluate data from the IDEA student summative reports to guide professional development topics that improve teaching and learning.

Sources

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- 2018 Employee Appreciation Save the Date
- 4150--Exempt Exec Admins Personnel Policies
- Checkpoint Review- Faculty Professional Development Goals
- Classified and Clerical Evaluation Process Workflow
- Classified Evaluation Guidelines
- Distribution of Overall Ratings
- Employee Climate Perceptions KPI Figure
- Employee Engagement Survey
- Faculty Awards History
- FACULTY Evaluation Handbook 2016-2017
- FACULTY Evaluation Handbook 2016-2017 (page number 27)
- Faculty Mentoring Program_ Mentoring Objectives_
- Faculty Professional Development Goals
- FF Final Contract 2015-2018 Signed
- Galileo Leaders
- Matrix for Galileo 1-17
- Mentoring- Faculty below 3.88
- Merit Awards Figure 3.2
- OrgHealth Survey Schoolcraft College Business Insight Overview 2016
- OrgHealth Survey Schoolcraft College Business Insight Overview 2016 (page number 6)
- PAS
- Presidential Recognition Awards by Year
- Safety Listening Themes-summary
- SC Focus 2018 Info Sessions_Polling Feedback
- SC Security Measures Update
- Schoolcraft College Workplace Survey Comments(2)
- Strategic Objectives
- Turnover Data

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3: PROCESSES

3P3: Providing and supporting regular professional development for all employees (3.C.4, 5.A.4); ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4); and supporting student support staff members to increase

**their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)
(3.C.6)**

The College values and supports the continuous development of faculty, staff and administrators by designating funds for ongoing training and development, both internally and externally. Employees are eligible to take credit and non-credit courses at the College using the tuition waiver benefit and are eligible for a tuition reimbursement benefit for coursework not available at the College. A few examples of the College training:

- Employee groups complete online training modules via SafeColleges® to ensure mandated and recurring training requirements are met.
- Schoolcraft Academy, the College's internal staff professional development program, offers programs including a management training series, customer service series, and "soft skills" training that strengthens communication and interpersonal skills to enable collaboration among employees

The faculty Professional Development Committee has partnered with the Center for Academic and Faculty Excellence (CAFÉ) and Distance Learning department to maximize the delivery of professional development offerings to all faculty.

- Faculty are offered professional development opportunities.
- Professional development funds provided through department budgets allow faculty to participate in workshops, seminars and training provided by professional organizations and other qualified training providers.
- The College provides training and credentialing for faculty who teach online and alternative modalities.

3P3: Aligning employee professional development activities with institutional objectives

Administrative and professional staff are required to identify development opportunities in each evaluation cycle, which align with short- and long-term institutional objectives.

3P3: Tracking outcomes/measures utilizing appropriate tools

Participant evaluations for staff development offerings are analyzed to ensure that participants' and institutional needs are met.

3R3: RESULTS

3R3: Summary results of measures

Schoolcraft College's culture is one that values and supports professional development opportunities for all employees:

- Professional development expenditures as a whole decreased from FY 2016–2017 in part as a result of budget considerations as described in 5.2 Resource Management (FY 2016

total \$273,844 and FY 2017 total is \$226,105). However, use of Tuition Grant for Credit and Tuition Grant for CEPD benefits by employees has continued to rise steadily for the past decade.

- Faculty Professional Development Expenditures illustrates the College's financial commitment to and faculty utilization of this professional development resource.
- In addition 2,178 faculty have obtained 996.5 CEUs during the last three years. (CEUs Earned by Faculty with Tuition Waiver)
- Use of Tuition Reimbursement benefits has also consistently increased, resulting in 13 employees attaining advanced degrees in the past three years.
- The Key Performance Indicator Development/Training Expenditures per FTE Employees, Schoolcraft spends more per FTE employee on development as compared to national community college peer counterparts based on the National Community College Benchmark Project (NCCBP). Since literature demonstrates development is particularly important to retain engaged, skilled employees, Schoolcraft has incorporated the development and training expenditure per FTE employee from the NCCBP as one of the metrics for the fourth pillar of the key performance indicators to measure innovation, value, improvement and growth.

3P3: Interpretation of results and insights gained

Analyses of professional development offerings through the Schoolcraft Academy consistently show that employees are very satisfied with on-campus training opportunities. Attendees are asked to complete an evaluation form at the end of each course to rate their satisfaction on a variety of class measures. Participants are overwhelmingly satisfied with the quality of the course and the instructor, the relevance of the class to their job, and the extent to which the class met their needs and expectations as demonstrated in participant evaluations.

Safecolleges training has been completed successfully by the majority of employees. The results are represented in this graph.

3I3: IMPROVEMENT

The College is committed to the development of faculty, administrators and employees and while cost saving activities have occurred due to the decrease in fiscal resources, professional development is one area that has remained stable. Pending voter approval of the 2018 Ballot Initiative, the College will be in a better position to continue to increase financial resources dedicated to professional development for all employees, which may include:

- Training, coaching and mentoring to improve student learning and student experiences
- Developing the College's future leaders.
- Expanding professional development opportunities on teaching, learning and assessment strategies for faculty.
- Identifying additional internal and external benchmarks for professional development opportunities for all employee groups, such as the NCCBP benchmark above.
- Exploring how professional development resources are utilized among employee groups and departments to ensure equity.

Sources

- ADMINISTRATIVE PAS 2018-19.docx
- Blackboard training
- CEUs Earned by Faculty with Tuition Waiver
- Combined Staff Training
- Degrees conferred via Tuition Reimbursement.pdf
- Development Training Expenditures per FTE Employee Figure 3.3
- Faculty Professional Development Series (2)
- Faculty Professional Development Expenditures
- Galileo Leaders
- SafeColleges
- SafeColleges Stats
- Training Evaluation Data 2016-2018
- Tuition Grant Utilization

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1: PROCESSES

4P1: Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

Developed by a 100-member group of faculty and staff, the College's Mission, Vision and Core Values statements were adopted by the Board of Trustees in 2002. These statements are reaffirmed annually as part of the Board of Trustees' review of the College's Accomplishments Report and Strategic Objectives,

The mission reflects the College's commitment to enabling transformation through learning; not only of the individual, but also of the communities that individual touches. The strategic planning framework used by the College documents our strategies for improving student achievement and strengthening our community engagement.

The vision of the College guides decisions regarding outreach, positioning, branding and engagement strategies to achieve our mission and to affirm College stakeholders' understanding of the resulting institutional priorities.

The College's value statements amplify the mission, translating it into actionable statements that define the culture of the institution, emphasizing the commitment to students, stakeholders and community.

Additionally, the College's Core Purpose statement articulates the emphasis of the institution on the customer-focused business perspective which has been identified as one of the pillars of our strategic planning framework, Students, Stakeholders, and Community and Economic Development. Achieving strategic objectives to increase the intellectual and economic capacity of individuals and the community are key to the institution's existence.

4P1: Ensuring that institutional actions reflect a commitment to its values

The College has shown a commitment to its values in Board policies and procedures, practices governing employee relations, and student conduct. The College's management and staff adopt projects, initiatives, and form partnerships that further student learning. Institution-wide projects, for instance, focus on improving student success and completion, as well as providing service, value, and accessible education to stakeholders.

4P1: Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

The mission and vision guide all work that is conducted by the College. The President and Cabinet confirm that current work and any new initiatives being considered align to the mission. For example, when new programs of study are being proposed, authors must describe how this educational product fits with the mission. The College uses a product development process, described in 1P3 Academic Program Design, to standardize gathering this information.

Once a proposal is completed, the information is analyzed to guarantee that what is being proposed aligns to the College's mission, vision, core purpose and values.

The College's curriculum review and approval process, described in 1P3 and 1P1 Program Learning Outcomes, subjects all curricular products to cycles of quality checks and balances. In compliance with Board Policy 1050, all new credit certificates, degrees, and programs are reviewed and approved by the Board of Trustees. The over-arching program review process, as described in 1P4 Academic Program Quality, includes several layers of review to ensure alignment of programs and services with the mission considers value to the College, students, and other constituents.

4P1: Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3, 1.A.2, 1.D.1, 1.D.2, 1.D.3)

The College's Strategic Planning Process Framework has the mission statement at its core with four business perspectives, or pillars, placed underneath to support execution of the mission. This framework is used to allocate resources across the institution. Institutional projects, such as AQIP Action Projects, along with divisional and departmental projects, support strategic objectives within the business perspectives. Division action plans are formed and include details of resource commitments, budget, and time requirements necessary for accomplishment. For example, the Career Coach development session outlines the necessary resources and time requirements but the focus of the project remained at the forefront; to provide a tool to assist undecided students, community members and other stakeholders on potential career paths.

The budgeting planning cycle described in 5P3 provides greater detail on the process for allocation of resources.

4P1: Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)

The College's mission, vision, core purpose, and values are publicly communicated through the College's website, printed materials and posted on plaques around campus. Communicating these values publicly through community-facing outlets, such as the website, printed materials, media interviews and coverage, as well as community events and presentations, demonstrates the College's commitment to ensuring institutional constituents are aware of these positions.

4P1:Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

Tools and resources to monitor the depth of understanding of the College's mission, vision, core purpose and values among key stakeholders and community members include:

- Epic-MRA External Audience/Community Attitude Surveys
- Edwards Co. Branding Studies
- OrgHealth Employee Climate Survey

- Focus 2018 Sessions (multiple sessions were held to tailor the content as appropriate to different stakeholder groups, including students, faculty/staff, alumni, retirees and neighboring communities).
- Graduate Follow-Up Surveys
- Non-Returning Student Surveys
- Michigan Appropriations for Local Strategic Value

4R1: Results: Summary results of measures (include tables and figures when possible); Comparison of results with internal targets and external benchmarks; Interpretation of results and insights gained

The Financial Sustainability Action Project and 2018 Ballot Initiative has made it even more critical to raise awareness of the College's importance in the communities it serves and demonstrate to voters and residents the role the College plays in "increasing the capacity of individuals and groups to achieve intellectual, social, and economic goals." Effectiveness of the communication of the mission may be measured through the attitudes and perceptions of the individuals, businesses, and communities the College serves.

Epic MRA (a full service survey research firm with expertise in Public Opinion Surveys), conducted surveys with voters in the College's district in both 2015 and 2017. The survey measured effectiveness and value of the College from the perspective of individuals, businesses and the community. In terms of rating the College's performance in providing a two-year college education or job training, there was an increase in positive responses to from 80% in 2015 to 83% in 2017. The majority of voters continue to agree that Schoolcraft College is an affordable option to earn a degree or receive job training. The College continues to be 'top of mind' as a higher education provider, ranking second only to the University of Michigan. When asked to rate the College (on a 10 pt. scale) 84% of respondents ranked Schoolcraft between 6 to 10 in 2015, and 80% in 2017. Another strength found in the survey is that the majority of voters also agree that Schoolcraft College is an important regional economic engine.

In 2016, the College conducted an OrgHealth Employee Climate Survey. The survey results were provided in four categories: Alignment, Effectiveness, Connection and My Manager. When comparing the College's scores to the benchmark institutions, the highest rated factor is Effectiveness, while the lowest is Alignment. The best rated item relative to benchmark colleges is execution, in response to "at Schoolcraft, we do things efficiently and well," in which the College scored 7% higher than the benchmark group. Of the four measures in the Connection category, one stood out as a concern. In response to faculty and staff feeling well informed about decisions, the College's score was 21% lower than the benchmark group. These findings, in the College's first ever Employee Engagement Survey, highlighted the need to find more opportunities to share information College-wide and give employees chances to be more aware of important decisions.

Edwards and Company conducted Schoolcraft's initial branding study in 2013. The goal was to determine the College's competitive advantage and leverage distinguishing qualities to increase enrollment. Phase one of this research consisted of student and stakeholder focus groups in which participants were asked to summarize their knowledge of the College and its impact on

their lives. The keyword most often associated with Schoolcraft College's mission during the focus groups was "transformative." Other brand attributes identified in the focus groups were rigorous, supportive, high-value, proactive, positive, high-quality, community-minded and professional. In preparation for the 2018 Ballot Initiative, Edwards Co. conducted a comparative qualitative study in 2017-18. Research results reinforced many aspects of the previous study and the success of the branding initiative that is driven by the mission, vision and core values of the College.

Internal studies conducted by Research and Analytics, such as Graduate Follow-Up Surveys (GFS) and Non-Returning Student Surveys (NRS), provide quantitative evaluations of Schoolcraft's performance in helping students to achieve a transformative learning experience. While GFS results consistently reveal students' high degree of satisfaction with the College, graduates provide helpful suggestions for improvement as well. Likewise, the NRS results indicate that most students leave the College because they've achieved their goal. Data Bites newsletters are shared with with faculty, staff and key stakeholders to acknowledge successes on achieving the mission and highlight opportunities for growth.

The Michigan Appropriations for Local Strategic Value report provides legislators and consumers with a detailed report on how the College brings value to the community.

4I1 Improvements

The OrgHealth Employee Climate Survey revealed the need to better communicate with employees and to make them feel valued. A series of twelve "Focus 2018" listening sessions were held during which the Vice President and Chief Student Affairs Officer (VP/CSAO) provided updates on the College's financial situation and the need to pursue a Ballot Initiative. Using Poll Everywhere software, faculty and staff in attendance could provide immediate responses to several questions via text messages, which were then projected onto large screens for all to see. This allowed the VP/CSAO to respond to questions and provide clarifications on issues in real-time. All employee responses were collected, analyzed and shared with all faculty and staff at the conclusion of the sessions. Several concerns or issues that were raised consistently in the initial sessions led to other more targeted listening sessions. For example, several sessions addressed the College's fiscal status in greater detail, others delved into campus construction activities and another series focused on the state of campus safety and security. Similar listening sessions were also held for students and retirees. Due to the positive response, additional sessions are scheduled on topics related to our mission and human resources.

Sources

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- 2017-18 Accomplishments Report
- ACTION Plans deployment
- Action Project Declaration -Financial Sustainability
- Career Coach Strategy Development Session_v2
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- Strategic Objectives
- Strategic Planning Framework
- STUDENT SESSIONS COMBINED SUMMARY
- Table of Contents - Policies and Procedures Manual

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2 - Engaging internal and external stakeholders in strategic planning (5.C.3)

Schoolcraft College leaders work closely with faculty, employees and external stakeholders to understand and address their needs, strengthen relationships and solicit input to verify that the

College is on track to fulfill its mission. Meetings with advisory board members are held to seek feedback to sustain relevant academic programming and curriculum. Career Services, the Business Development Center and Occupational Programs interact and collaborate with businesses on a regular basis. Schoolcraft employees at various levels are active participants in external task forces/committees, the MCCA's MI transfer initiatives and other student success related projects. Also, when exploring new curricular products, the Research and Analytics office produces an environmental scan to determine needs within the community.

The College conducts annual surveys among graduates and employers to continually assess efficacy in meeting workforce needs and obtain information for improvement projects. Current students share their perceptions of strengths and weaknesses by participating in the Noel-Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). Findings from these tri-annually administered surveys are used as key performance indicators and detailed results are folded into department improvement efforts as well as projects to achieve strategic objectives.

By engaging our internal and external stakeholders within this process we are able to identify projects under each of the pillars within our strategic planning framework.

4P2: Aligning operations with the institution's mission, vision, values (5.C.2)

The College's strategic planning process is grounded in the tenets of continuous quality improvement with the mission, vision, and values as the anchor for all that we do. This framework keeps our energy focused on what has been identified as important work for the College. For each pillar, or business perspective, strategic objectives are developed that articulate responses to improve and maintain competitive and educational advantages. Strategic objectives generally are focused both externally and internally. They relate to significant student, customer, market, service, or technological opportunities and challenges.

4P2: Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

The President and Cabinet determine the College's strategic objectives after an examination of various data. After objectives are reviewed and approved by the Board of Trustees, they are then communicated College-wide. Cabinet members work with their respective divisions to identify projects required to achieve strategic objectives begin delegating work to respective managers. Each division creates detailed action plans that align to the objectives. Within these plans, resources, cross-functional department work and time requirements are incorporated. This process helps faculty and employees understand how their work is connected to others at the College and the necessity of collaboration. Cross-functional communication occurs through the project team and any associated committees. Project managers and project contributors also work with supervisors to develop individual performance goals that directly map to project plans in which they will be involved and are evaluated on those goals during the annual performance review process. Cabinet/Vice Presidents are charged with approving plans, monitoring project status changes and summarizing project outcomes in the annual Accomplishments report.

4P2: Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4 & 5.C.5)

The Strategic Planning process surfaces current and potential strengths, opportunities, and challenges to accomplishing the mission in the next year. The process will be enhanced going forward with the inclusion of an annual review of key performance indicator data that is mapped directly to each pillar of the balanced scorecard and provides a detailed picture of overall organizational health. The events, states, or triggers which signify a potential problem or opportunity are considered and mitigating actions are discussed for future implementation. When opportunities or concerns arise, such as the College's fiscal status, they can be incorporated into the strategic plan. As noted in 2018-2019 Strategic Objectives, plans were developed for both before and after the November ballot issue. This flexibility allows Schoolcraft to adapt strategies based on the timeline and outcomes of the work we are doing. This approach has allowed executives, deans, faculty and operational staff to understand the importance of examining effectiveness of project plans and the potential necessity to rethink what is occurring, which ultimately strengthens our continuous quality improvement culture.

4P2: Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1 & 5.C.4)

To successfully complete the work of assigned strategic objectives, it is paramount that project managers determine the strategies to be taken to address an assigned project, along with the resources necessary to complete this work. The first step is to define the team members necessary to complete the work, along with any funding requirements. The annual budget planning process, described in 5P3, provides the platform for managers to request necessary funding for assigned work. Budget requests are required to state how the funds will be used toward a strategic objective and the potential impact on the College. That information is then reviewed by the Budget Committee, which prioritizes requests based on that information. Human resources are secured through collaboration and administrative support. This system aligns every project, and individual's annual performance goals to a strategic objective and ultimately to the College's mission. This work is then evaluated during annual performance reviews.

4R2: Results

4R2: Summary results of measures; comparison of results with internal targets and external benchmarks; and Interpretation of results and insights gained

The Key Performance Indicators were developed specifically for the purpose of helping the College better measure effectiveness of the strategic planning process and implementation of the resulting strategies. As a result of this work, College leaders have a more complete understanding of performance in each of the four business perspectives within the College's balanced scorecard planning process. Upon reviewing the results, the metrics summarizing the Resource Optimization pillar clearly posed the largest threat, leading to the development of the current Action Project, Fiscal Sustainability.

Achievements on three recently completed AQIP Action Projects demonstrate the results of using the strategic planning process to accomplish large-scale initiatives. The Guided Pathways Action Project is a multi-faceted student success focused project that is expected to positively impact some of the KPIs related to students, such as persistence, retention, satisfaction, graduation and workforce outcomes. Highlights of progress made on this project include deployment of a new orientation model, establishment of meta-majors, completed curriculum maps, expanded Early Alert integration, launched Career Coach tool, formalized a retention plan, developed science workshops for incoming students, developed a new academic advising model and deployed Ellucian CRM Recruit (Customer Relationship Management System). Results of the other two completed Actions, Information Technology Infrastructure Modernization and Information Security Upgrade Project and Systematic Measurement of Employee On-boarding and Evaluation Processes Project, are detailed in 6R1 - Culture of Quality.

Lastly, the annual Accomplishments Report summarizes achievements of each strategic objective using the same structure and framework as the planning process. It shared College-wide to facilitate a thorough review of progress attained and what projects may be important to incorporate in the next strategic planning cycle. For instance, the Guided Pathways Action Project has many sub-projects beneath it. One exciting project within the Guided Pathways framework involved the creation of an apprenticeship readiness program, called SC-GAP. Upon course completion, students move into a Registered Apprenticeship Program, paying salary and tuition.

4I2 Improvements

Creating institutional key performance indicators was a significant improvement for Schoolcraft College. As it is a more recent development, there is much work to be done to build and improve upon this model to fully integrate it all levels within the institution. Now that the College is able to monitor performance levels in a standardized fashion and share with the organization, leadership aims to utilize this opportunity to support collaboration and progress on organizational goals. For example, project plans for long-range strategic objectives, such as Guided Pathways, can incorporate KPI's for baseline measures and to track improvements made over time. When appropriate, KPI's can be integrated into departmental operational improvement plans or similar, but more granular level data can be used to assess specific department functions. Faculty, employee training and communication sessions will be held in the future to inform future planning and strategy development. Although many of the current KPI targets are based on external benchmarks, some will require an examination of longitudinal trends to set internal targets where benchmarks do not exist.

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- Agenda Advisory Committee Meeting 10-30-17 FINAL
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- Strategic Planning Framework
- Student Engagement KPI
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- Student Satisfaction KPI
- STUDENT SESSIONS COMBINED SUMMARY
- StudentSurvey_FocusSession_20171129
- WIN 2017 Annual Report

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3: Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4) and ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

State legislation, Michigan Community College Act of 1966, PA 331, provides the legal framework under which the College operates. The College's publicly-elected Board of Trustees maintains primary fiduciary accountability for the College, as described in Board Policy 1050. The Board establishes mission-driven policies and procedures that govern tuition rates and fees, voter approved mileages, contracts and labor agreements and new or amended certificates and programs.

4P3: Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The Board holds monthly public meetings. The President presents to the Board his report to inform them and the public of events, accomplishments, progress on initiatives and achievements that occurred that month. Typical Board agenda items may also include: budgets, tuition / fee schedules, audit reports, capital expenditures, a review of the College's annual Accomplishments Report and other significant investments.

Trustees have reviewed and passed several policies and procedures that ensure adherence to a code of ethics, preserve independence from conflict of interest policy and procedure, prohibit nepotism, whistleblower procedure and prohibit employment by the College immediately after serving as a Trustee. These policies ensure that the Board preserves its independence from undue influence, so that the Board can be effective in governing the College and ruling on decisions that are in the best interest of the institution.

4P3: Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

The College's President is authorized by the Board to carry out the policies, procedures, and day-to-day administration of the institution as authorized by Policy 1050. The College's organization chart shows lines of authority and how communication flows throughout the institution. The President also authorizes action in the event of an emergency and can choose the means by which it will be resolved. The President may delegate any powers and duties entrusted to him by the Board, as outlined in Policy 1070.5 but will be specifically responsible to the Board for the execution, of such, delegated powers and duties. The Board is responsible for annually evaluating the President's and the Institution's overall performance, annually.

Faculty are involved in all academic matters which includes our curricular products. The process for curriculum development, revision and implementation requires faculty involvement prior to institutional approval. Faculty also spearhead the Core Ability Team, our institutional outcome assessment program. They are charged with implementing the evaluation process and developing strategies to improve our institutional outcomes.

Faculty are instrumental in the development of our online courses. They are identified as Subject Matter Experts (SMEs) and are an integral part of the development team, completing the course development matrix and participating all the way through the course approval process which is conducted by our Online Instruction Committee. The Online Instruction Committee meets monthly and consists of full and part time faculty, administration, and staff members. The committee advises the Distance Learning Department and reviews all online courses utilizing the Quality Matters rubric. Finally, participation on Advisory Committees, in the faculty hiring process, and other academic-related matters are also within the faculty's domain.

4P3 Ensuring open communication between and among all colleges, divisions and departments and collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Open communication throughout the College occurs through several venues: Board, Cabinet, Division, department, discipline, committee and cross functional project team meetings. This format of open and collaborative communication allows for decision-making across units of the College. Many processes and operational functions that involve cross-departmental teams include: equipment procurement, construction and renovation, and instructional product/curriculum development. Others are: strategic enrollment management, compliance reporting and data dissemination. A key tenet for the formation of these teams is that leaders at all levels have the authority to propose change, design improvement strategies and create efficiencies that help the President in moving the College forward in achieving its mission.

4P3: Developing leaders at all levels within the institution and providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The College is committed to developing leaders in all employee groups. Faculty and staff are offered the opportunity and funds to participate in professional development, see 3P3. A comprehensive, seven-part management training series is available to supervisors, administrators and executives. This series ensures that all managers are trained in topics such as communication, conflict resolution, employee discipline and contract administration.

The College also offers employee groups tuition waivers for credit classes and discounts for non-credit offerings. For many employee groups, tuition assistance is provided for attaining advanced academic credentials. Finally, the College identified leadership development as one of its objectives due to a forthcoming leadership gap that requires focused succession planning. From 2015 the College has funded 13 individuals who earned terminal degrees and is currently supporting 4 more.

4P3: Tracking outcomes/measures

Assuring the mission of the College is at the focal point of everyone's work begins with the Board and their agents. To evaluate leadership effectiveness and the employees who work for them, multiple tools are used: quality credit hour chart (see 5P2), curricular program reviews, advisory committees feedback, Curriculum Committee activity, Core Ability assessment results, Graduate Follow-Up Survey and Employer Surveys. This work is evaluated annually

through the Accomplishments Report, along with the annual president's evaluation. Annual job performance reviews help identify talent that should be maintained and the skills and professional development opportunities that should be considered to strengthen our leadership, see 3P3.

4R3: RESULTS

4R3: Summary results of measure

The College tracks workplace indicators as a measure of leadership effectiveness through the National Community College Benchmark Project (NCCBP). Indicators tracked include grievance rates, harassment rates, departure rates, and retirement rates. In 2018 grievances were up compared to 2016 numbers and harassment rates were below the benchmark. The retirement rate was significantly higher which is a result of the recent buyout offered to employees.

Human Resources conducted an OrgHealth Employee Satisfaction Survey. Our highest category score is for the "My Manager" indicator which addresses how managers address employee concerns, help them do their jobs well and assist them to learn and grow. In addition, the College was informed of those employees who were most dissatisfied with the workplace and those that were content.

The graduate survey findings document that students felt they were prepared for the careers they chose and 98% of the respondents reported that they would recommend the College to others. This demonstrates that the College's work is focused on the mission.

4R3: Comparison of results with internal targets and external benchmarks; and Interpretation of results and insights gained

The OrgHealth Employee Satisfaction Survey conducted by HR shows that the College's scores on Effectiveness were the highest and Alignment was the lowest, when compared to benchmark institutions. The data provided from this survey, first time ever conducted, offered managers information on how employees felt about their workplace environment.

The College is committed to providing ongoing professional development opportunities to faculty and staff. The Development/Training Expenditures per FTE Employee demonstrates that these expenditures have continued to grow the College and are higher than the national median benchmark, according to the NCCBP.

Schoolcraft developed a "Cost to Produce a Quality Credit Hour" KPI that measures the operating expenditures incurred by institutions in order to produce "quality credit hours" to benchmark the efficiency of operations. Results, for Operational Effectiveness, revealed that Schoolcraft utilizes the least amount of resources to produce the highest percentage of success rates among community colleges in Michigan, see 5R3.

NCCBP Employer Satisfaction Measure confirms that our curricula are aligned with industry expectations. Employer satisfaction with the overall preparation of our graduates has increased

from 92% in 2014 to 95.24% in 2017. Also, according to the NCCBP Related Field of Employment/Pursuing Education Measure 52.49% of program graduates are employed in a related field within six months of completion.

The results of our Advisory Board survey also demonstrates the Colleges work towards the mission; 98% of advisory board members agree very much/quite a bit that we provide skills required for the workforce, 79% agree very much/quite a bit the program adapts to industry changes, 85% agree very much/quite a bit the equipment and facilities are similar to those in the workplace and 89% agree very much/quite a bit that faculty communicate with employers.

4I3: IMPROVEMENT

The College has adopted a series of mandatory training modules for all employee groups that raise awareness of negative working environments and acceptable practices for mitigating and eliminating these behaviors in the workplace. In addition, the College continues to support leadership development by allocating resources funds and time. An area of improvement is to strengthen our work utilizing data by creating a culture that embraces data. To assist in this process, the College is increasing its data self-service options and developing proto type dashboards for key stakeholders.

The College is evaluating the option to resurvey employees using the OrgHealth Employee Satisfaction tool.

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- 1070-5--General Responsibility for the Campus
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- Course Development Matrix
- Culinary Arts and HIT Grad and Employer Survey Reports Figure
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- Table of Contents - Policies and Procedures Manual

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4: PROCESSES

4P4: Developing and communicating standards 2.A

Legal and ethical practices and responsible conduct of employees, staff and volunteers associated with the College is expected. The Board of Trustees provides leadership by example and sets the institutional standards. The President is responsible for presenting policy recommendations to the Board but recommendations can be formulated by any member of the College community. Once policy and procedures are Board approved Cabinet ensures these standards are communicated and implemented.

4P4: Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

Human Resources maintains the Employee Handbook that documents legal practices, workplace conduct expectations and other requirements that guide ethical practices, e.g. FERPA and HIPPA.

The 5000-series of Board policies and procedures addresses business transactions, such as: acceptance of gifts and donations, fund operations, audits, deposits and awarding of contracts. For example, business and purchasing transaction standards are outlined in Board Policy 5110.1. The College is also bound by PA 196 of 2014 State of Michigan Budget and Performance Transparency Reporting requirements. This requires providing data to the public regarding audits and financial reports, annual operating budgets and revisions, collective bargaining agreements, expenditures, and employee compensation information.

4P4: Training employees and modeling for ethical and legal behavior across all levels of the institution

The College has implemented mandatory safety and ethical behavior training for all faculty and staff through the SafeColleges system. The training sessions, required annually, address issues such as: sexual harassment, sexual violence, the Cleary Act, and the SaVE Act. This system maintains records of those who completed the training modules and the Director of Risk Management oversees employee compliance.

All full-time faculty and staff receive and are briefed on the Employee Handbook during an orientation provided by HR . Part-time employees are provided this same information during their orientation with their supervisor. In addition, this information is reviewed at faculty and department orientation sessions. When advised, additional communication, training, monitoring, and awareness of these processes are provided through focused training sessions. Committees, such as, the Compliance Committee, Committee, Threat and Behavioral Intervention Team were established to address issues related to legal and ethical practices and responsible conduct. These processes incorporate sufficient checks and balances, multiple levels of authority and approval, and have resulted in cultivating a culture of honesty, integrity and responsibility for all employees

4P4: Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

The College's website printed materials, and interdepartmental communication processes (e.g. orientation, advising and student tours) provide consistent and readily interpreted information to the public. This information provides program and certificate descriptions and requirements, contact information for faculty and staff, costs to students and accreditation relationships. For example, links to the State of Michigan Budget and Performance Transparency Reporting, accreditation information, Accomplishments Report, policies and legal and tax status are available on the College's web-page. In addition, there is a consumer information area that documents the College's performance on graduation and transfer-out rates. Per federal requirements, cost of attendance/the net price calculator and gainful employment disclosure are also posted.

The Answer Center is a resource for students and the public to obtain information about the College and its programs, procedures, operations and contact information. In addition, the student newspaper (The Connection) and the Research and Analytics department, disseminate information to key stakeholders.

4R4: RESULTS

4R4: Summary results of measures and interpretation of results and insights gained

Our independent audit reports, see 5R2 and accreditation reports results are indicators of institutional integrity. For example: the Children's Center, Nursing and EMS completed accreditation activities; the Children's Center were commended for their outstanding work, EMS - Paramedic program receiving their initial accreditation and the Nursing program was re-accredited. In addition, the College remains in good standing with the Higher Learning Commission.

The Colleges centralized approach to handling complaints and concerns, see 2P4, has created a platform for addressing these issues efficiently and effectively. In addition, a Student Threat Assessment Team and a Behavior Intervention Team were established to be more response to the needs of our students, consumers, employees and key stakeholders.

The Cabinet revised policies and procedures to ensure integrity standards are clear. The Whistleblower and the Non Discrimination on Basis of Disability procedures and the Computer Use policy were revised and adopted by the Board of Trustees.

HR documents and addresses all employee integrity related concerns. In the last three years: 4 cases were reported to HR and 11 grievances were filed and all were resolved without going to arbitration. The 4 integrity cases were also filed with the OCR and EEOC offices and all 4 were dismissed. In addition, by bargaining in good faith, the College has signed bargaining agreements with all four union groups, with the faculty contract being ratified in August, 2018. With approximately 500 regular employees and almost 1500 employees on payroll (including part-time faculty, on-call and student employees) the number of these types of cases is low which demonstrates that employees believe the College conducts its business with integrity and ethically.

Our completion rate for SafeCollege training since it began in 2014 has gone from 17.4% to 82.3% for the first nine months of 2018. The increase is a result of administrators working with their employees to complete the series.

4R4: Comparison of results with internal targets and external benchmarks

As discussed in 5R2: the College continues to receive the highest form of assurance from its auditors, our Operating Fund Expenditures are on par with similar size Michigan community college and the production of the “quality credit hours” when benchmarked against our peers, demonstrates that the College is fiscally responsive, see 5P2.

In examining KPI benchmark data, results from our student campus climate survey, results show that students are comfortable with the College with scores ranging from 75% to 66%; welcoming environment and employees are interested were the highest percentage areas, while finding help was the lowest.

The OrgHealth HR employee survey results on College's operating with value and ethics item was 16% below the benchmark, in contrast, when examining the number of employees who exit the College, Schoolcraft consistently remains below the national average.

4I4: IMPROVEMENT

Through the College's efforts to ensure employees work ethically and with integrity, we have seen an increase compliance in completing required trainings, accreditation agencies have acknowledged our work through continued accreditations, we remain fiscally prudent and practice sound fiscal management, policies and procedures are evaluated to assure that they are current with integrity based standards and we analyze, address and or train employees when integrity type issues arise.

The areas targeted for improvement are: charging the Compliance Committee to developing strategies to guide the College's work in areas related to post secondary legislation, reporting, fiscal sustainability, safety and student success. With the integration of SCAware in the operations of the College emphasis now needs to be placed on establishing summative data reports so that improvement strategies can be developed. The College will also attempt to identify tools for external benchmarking related to integrity.

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5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1: PROCESSES

5P1: Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

Multiple stakeholders are involved in selecting and organizing data required for planning, decision-making, and process improvement. This includes the Board of Trustees, the President, Cabinet, administrators, faculty, staff and other key stakeholders such as current and prospective students, government and regulatory agencies, cross-functional employee committees and advisory committees. A substantial portion of the institution's needs for data, information, and performance results is driven by the College's Strategic Objectives, AQIP Action Projects and quality initiatives identified through the Strategic Planning Process as described in 4.2 Strategic Planning. The Key Performance Indicators were created to enhance this process by integrating annual analyses of institutional performance that inform decisions regarding strategic objectives and performance targets. As this is a new system, data distribution and employee workshops and training efforts are currently in development.

5P1: Determining data, information and performance results that units and departments need to plan and manage effectively

Divisional and departmental needs for data and performance results stem from two primary areas: the Strategic Planning Processes and the functional knowledge and information required for planning and day-to-day operational decision-making. Specific data needs to inform project work and measure the impact of efforts are determined by the teams assigned to this work. When planning an action project, the team will inventory existing data and/or collect new data to support the development of a project plan. During the lifetime of the project, data is used to monitor progress, which is reported via status updates. Project teams can consult with the Research and Analytics Department (R&A) to obtain support on recommending metrics, survey development assistance or to request a customized research project to meet a specific business need. Projects are prioritized based on relevance to the institution's strategic objectives for the given year.

Each division or department is able to select the most appropriate metrics and informational sources to assist with operational effectiveness and planning. For example, many service departments use nationally benchmarked student satisfaction data in tandem with custom, internal surveys to understand strengths and areas for improvement. Academic departments utilize live enrollment data along with multiple measures of program quality, including Perkins Core Indicators that allow for peer comparison. Most departments rely on measures in the College's ERP system, Ellucian Colleague, to quantify information about students, enrollment, financial aid, human resources, finances, etc. It centralizes transactional data and historical information useful for measuring operational effectiveness, planning and improvements.

5P1: Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

Employees are able to query Ellucian to draw out reports related to specific departmental operations by performing queries, using standard ERP forms/reports, or employing a user-friendly reporting software, called Entrinsik Informer. Customized reports can be requested from the the Academic and Administrative Computing department within Information Technology (IT) using a work order system, ServicePro, that are then password protected and made available to authorized individuals on-demand.

When faculty and staff require information beyond ERP extractions, R&A prepares queries and appropriate analyses. In addition, the department sets an annual research agenda to obtain data needed to support the institution's strategic objectives and action projects, such as student satisfaction data that supports an objective on improving service quality. Research conducted typically includes a variety of national benchmarking projects, specialized queries and analyses, labor market research, custom designed qualitative or quantitative studies, and required external reports that are meaningful beyond compliance purposes as they allow employees to evaluate and benchmark performance. This information, stored centrally in a group share folder on the network, is shared College-wide in the department's regular infographic style electronic newsletter, DataBites. R&A also presents research results relevant to divisions and departments.

The Academic Services division uses Tableau for data visualizations to provide instructional administrators with real-time data to conduct just-in-time course scheduling. As courses fill and wait-lists grow longer, additional sections can be added. Academic Services and Student Services work together to monitor enrollment patterns and identify opportunities to meet student demand for courses. This form aims to provide students with classes when needed to decrease their time to completion.

5P1: Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

The IT Division is responsible for the College's ERP system and collaborates with staff in each department to manage the vast array of data fields in this enterprise system. The Administrative and Academic Computing department developed many department specific and College-wide reports available on-demand using SQL Server Reporting Services (SSRS). If necessary, real-time data is available through Entrinsik Informer. To expedite data requests and use existing data when possible, R&A utilizes an inventory it maintains containing categorically organized data produced by the department. Similarly, the department assists end users with finding an appropriate IT custom report, which also promotes data consistency, access and awareness of available resources that can be used more widely versus limiting access to a report to just those who commissioned it.

IT has developed a great deal of common code for frequently requested data elements that serve as the foundation for queries that can be used repeatedly by several stakeholders in order to ensure consistent results are achieved. R&A uses this as well and has documented processes and definitions, providing federal/state and HLC information when appropriate so all stakeholders are working with the same, consistent information.

Data security has been a focal area for the IT division, which implemented data loss prevention systems, updated infrastructure for disaster recovery and business continuity, periodic network penetration testing, identity services (access security set for a specific person's login privileges), enhanced password policies and scans to locate and encrypt personally identifiable information. Data is backed up nightly as well as transformed to the Operational Data Store (ODS).

5P1: Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

Primary tools and platforms for tracking outcomes include:

- Ellucian Colleague ERP System (houses student, employee and financial information)
- SQL Server Reporting Services (SSRS) for custom reports using ERP data extracts
- Entrisik Informer for user-friendly reporting
- Operational Data Store (ODS) for performing queries
- Statistical software (SPSS, SAS)
- ServicePro work order system to manage, track and document IT requests and improve communication with internal customers despite the increase in tickets submitted
- Network shared drive folders for sharing knowledge and storing reports, documents and process information

5R1: RESULTS

5R1: Summary results of measures; Interpretation of results and insights gained; comparison of results with internal targets and external benchmarks

In 2016-17, the College contracted with Info-Tech Research Group to conduct a comprehensive review of twelve IT core services, achieved by surveying College leaders within all divisions and departments. The resulting IT Satisfaction Scorecard provided importance, satisfaction and capacity metrics as well as service gap scores that identified areas of strength and opportunity in six categories:

- Overall Satisfaction
- Requirements Gathering
- Business Apps
- Client-Facing Technology
- Data Quality, Analytical Capability and Reports
- IT Innovation Leadership

The report provided valuable information for IT leadership and was shared with Cabinet and other College Administrators for future planning and improvements. Key findings highlighted the need to focus on end user contact and interaction. The results were used by IT leadership and staff in determining priorities for day-to-day operations, long-term project planning, identifying professional development training opportunities and improving communication. The annual IT All Staff Meeting, along with monthly IT departmental and team meetings, focus on sharing project status updates, training and communication practices to address issues identified

in the Satisfaction Scorecard. In the future, R&A will be working with IT to create a similar evaluation mechanism to evaluate progress against the previous internal benchmark scores.

The Intranet library of custom reports available to employees through Entrinksik Informer has expanded substantially over the past several years. Informer also provides our employees the option to create custom reports. This platform has increased widespread access to standardized data reports, which increases the reliability and accuracy in the sense that employees are working with the same sets of information rather than duplicating effort.

One example highlighting the use of data from the College's ERP system in conjunction with queries and statistical modeling is the Student Success Committee's (Student Success, Counseling, Financial Aid and Research and Analytics Departments) Satisfactory Academic Progress Scholarship Pilot Program. R&A created a model using existing student data to predict those students on financial aid/academic probation who would be the most likely to overcome probationary status. Students were invited to participate in the success plan pilot, which consisted of a checklist of meetings and requirements to fulfill, based on the probability of their success in the data model. All eight students who completed the program were selected with an 85%+ probability of success in the predictive model. Another sample analysis project informed decisions regarding pre-requisites in biology.

511: IMPROVEMENT

Information Technology (IT) has experienced improvements in recent years driven in significant part by two extensive Action Projects. The first Action Project related to IT, "Provide an Information and Communication Technology Infrastructure," completed in 2015 laid the foundation necessary to complete the second Action Project, IT Infrastructure Modernization and Information Security Upgrades," in 2018. For example, the deployment of The SolarWinds Monitoring and Performance Analysis System enables monitoring of the health of the technology environment across the campus in real time to address issues immediately and evaluate system performance over time. Map Warning monitors the entire campus, Group Warning displays the area that has the issue and Down Node shows the exact machine with problems along with corresponding detail. The completion of these projects has improved system reliability, user-friendliness and security by improving the networking, computing, storage, telephony, physical and network security technology and data loss protection hardware and software systems. As a result, data, information, and performance results are more reliably and readily available to divisions and departments. Additional plans for improvements in this arena are defined in the 2018-19 Strategic Objectives:

- Improve classroom technology and consistency across all classrooms
- Develop data analytics capability to drive data-driven strategic planning
- Continue to improve data security and accuracy through the purchase and installation of new software and hardware operational systems
- Continue to improve WIFI connectivity throughout the College

In February 2018, the College updated its customer relationship management system (CRM) to Ellucian Recruit in order to enhance the overall student experience and make the enrollment

process clearer and easier for students. The CRM enables communication with prospective students through the point of enrollment via emails, mail, and phone. It allows for monitoring of student status within the enrollment process so that specific, targeted information and assistance can be offered based on their status. In addition to communications, the CRM includes the College's application for admission and a student web page that tracks their steps toward enrollment as well as conversion related events and activities that they attend, such as campus tours and orientation. Staff can access CRM reports that provide vital information related to enrollment, conversion, academic programs and marketing. Conversion rates will be monitored and are planned to be added to the Key Performance Indicators after the system has been in place long enough to provide meaningful trends.

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5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2: PROCESSES

5P2: Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

The Finance and Business Services and Information Technology divisions, with direction from the President, Board of Trustees and Cabinet, are responsible for ensuring that the institution's fiscal, physical and technological infrastructure resources support all business aspects of the college. Resource management and associated budget allocation decisions are made based on the College's mission and strategic objectives.

To ensure sound fiscal practices that support quality student experiences, the College operates in accordance with Board policies and maintains a balanced budget in revenues and expenditures at the end of each fiscal year (July 1 - June 30). Budget balancing is projected on the basis of known revenues and expenditures. If a revenue shortfall is imminent, the College can draw on its fund balance in order to maintain balance. Each month the Board of Trustees is provided with a comparison of the budget to actual revenue, expenditures, and transfers for the previous month.

The Finance and Business Services Office prepares a five-year revenue projection broken out by various revenue categories as well as college-wide net income projection. Multiple versions of such projections are prepared to account for different economic scenarios the College may encounter due to external or internal forces. These thorough analyses are used by the budget committee as a starting point for budget discussions to prepare for long-term fiscal sustainability despite any potential economic difficulties.

The College annually engages in the State of Michigan's Capital Outlay process for funding major construction projects at all three locations where programming is offered (Main Campus and Public Safety Training Complex locations in Livonia, MI and Radcliff Center in Garden City, MI). Facility improvements are identified through annual surveying of campus units and in accordance with state priorities. For FY 2018-19, the College's request was for an expansion of healthcare-related program facilities and labs to the Applied Sciences building on the College's Main Campus, for which planning is underway. In addition to expanding offerings in healthcare programs, this will allow the College to improve labs and classrooms for other occupational programs that reside in the Applied Sciences building.

The College's Purchasing Procedure defines the competitive resource selection process and corresponding feedback requirement including a competitive bid process intended to lower costs over time.

5P2: Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3 and allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

The College sets goals that are aligned with the institutional mission, resources, opportunities and emerging needs. Prior to the strategic planning process, needs assessments are conducted for physical and technological infrastructures, including learning environments and academic programming. As opportunities and emerging needs are recognized, the College evaluates current curricula to determine the extent to which courses meet emerging trends in academia and industry. Input from faculty, staff, advisory boards and accrediting bodies are used to regularly evaluate programs and courses to assure the necessary resources are available, such as: equipment, technology needs and or space requirements. In addition, when proposing a new

program, these same areas are evaluated to determine what resources would be necessary to launch this new program. Proposals for new academic programs are prioritized based on findings from environmental scans containing information on demand, trends, career opportunities, competition and knowledge, skills and abilities essential for the curriculum. The President and Cabinet formulate strategic objectives in May following a review of institutional needs, which are then finalized and approved by the Board of Trustees before distribution college-wide.

The Budget committee reviews funds requested through the budgeting process, described in 5P3 Operational Effectiveness, and ranks such requests accordingly to fit with strategic objectives, importance to students and other cost/benefit analyses. In this way, resource management and allocation of priorities are linked to the institution's goals. However, the College recognizes that emerging needs may arise outside of this cycle and funds are designated to pursue those needs deemed most important by College leadership and the Board of Trustees. The College's budgeting and resource allocation process is heavily weighted towards direct instruction, instructional support, and student services. Of the 2017-18 fiscal year general fund operating budget of approximately \$78.0 million, \$48.7 million was spent toward Instruction and Instructional Support while an additional \$12.8 million was spent toward Student Services, which includes counseling and tutoring.

Schoolcraft College uses the Ellucian® Financial System's chart of accounts structure to direct all funds for all units of the College. The chart of accounts is designed in a hierarchical manner using a numerical system developed in accordance with the State of Michigan Activities Classification Structure (ACS) to ensure consistency and comparative reporting among the 28 community colleges in the state. Each academic area is represented and spending authority is given to department heads to serve as budget managers to complete their departmental mission. The system easily allows for trend analysis by program for improved decision-making and resource allocation.

5P2: Tracking outcomes/measures utilizing appropriate tools

Measures and tools used to track resource management and alignment with the College's mission and strategic objectives include:

- Budgeted vs. actual expenditures
- Economic scenarios
- Ellucian Financial System Chart of Accounts
- Environmental scans and needs assessments
- Financial statements
- Activities Classification Structure (for benchmarking with Michigan peers)
- Annual third-party financial audits
- Cost to produce a quality credit hour (for benchmarking with Michigan peers)
- Composite Financial Index
- Resource Optimization Key Performance Indicators

RESULTS

5R2: Summary results of measures; Comparison of results with internal targets and external benchmarks; Interpretation of results and insights gained

Fiscal responsibility is monitored using the following Key Performance Indicators (KPIs) for the Resource Optimization pillar of the balanced scorecard: Composite Financial Index (CFI), revenues vs. expenditures per fiscal year equated student and net position. The College received a letter of concern from the HLC in 2017 for a CFI score that was in the zone at 0.63, which has subsequently risen to 2.09 (now within the College's target range of 1.1 or above). However, other Resource Optimization KPIs display a downward trend in enrollment due to changing demographics and an increase in competition for students. Though the College's expenditures per fiscal year equated student are close to the state average, revenues fall dramatically below those of community college peers in Michigan as a result of a decline in state appropriations and property tax revenues (the impact of the Headlee Amendment, in particular). Longitudinal data demonstrates a consistent decline in net position.

Third-party audits conducted by an independent auditing firm have confirmed that the accounting, internal control, and budgetary practices of the Finance and Business Division are effective. The College has received an unmodified opinion from Plante Moran, PLLC which is the highest form of assurance that can be received. Additionally, the College has earned an AA1 rating from Moody's Investor Service in connection with the College's general obligation bond issuance in May 2016, which confirms the effectiveness of the College's resources management policies. According to Moody's, the strong rating was based upon the College's sizeable tax base located in Southeast Michigan, sound management of financial operations, healthy financial position, and very low debt burden. Despite fiscal challenges, the College has maintained a reasonable amount of reserve funds.

The College's Operating Fund Expenditures are on par with those of Michigan community college peers of a similar size. Most notably, the College spends significantly more on public service than those in this peer group. This allocation of funds focused on community/economic development is consistent with the College Values. In addition, while expenditures on instructional support and student services are on par with similar sized peer institutions, the College's costs per student headcount are considerably lower than most.

Schoolcraft developed a "Cost to Produce a Quality Credit Hour" KPI that measures the operating expenditures incurred by institutions in order to produce "quality credit hours" in order to benchmark the efficiency of operations. Results, detailed in 5R3 Operational Effectiveness, revealed that Schoolcraft utilizes the least amount of resources to produce the highest percentage of success rates among community colleges in Michigan.

5I2: IMPROVEMENT

As part of the Fiscal Sustainability Action Project, the College is pursuing a ballot proposal for the fall 2018 elections which would restore the College's millage rate levied to what the voters originally approved in 1986; this would have a significant positive impact on the College's financial health.

Actions taken to stabilize the College's fiscal status include salary and wage freezes, not filling vacant positions, holding off on maintenance projects and increases to tuition and fees. Though enrollment has been in decline, strategic enrollment management strategies implemented have helped to prevent a precipitous drop in enrollment that many other community colleges have experienced.

In an effort to continually shed expenditures, effective May 2017, the College offered an early retirement incentive to all full-time employees with at least 10 years of experience in the higher education industry. Fifty-five employees took advantage of this buyout which would generate \$5.97 million in annual savings in salary, retirement, and benefit costs. While it is anticipated a number of these positions will be replaced, it is being done strategically to ensure the net savings to the College are significant. Phase 2 of the Fiscal Sustainability Action Project will identify and deploy strategies for re-evaluating vacant faculty and staff positions, depending on the results of the Ballot Proposal vote.

Between 2016 and 2017, the College formed three new component unit entities, SC Development Unit 14, Inc., SC Sports Dome, Inc and SC Technology Center, Inc. All three entities were established as 501(c) (3) charitable, non-profit organizations in an effort to generate additional revenue streams for the College.

The college hired a new Executive Director of Development & Schoolcraft College Foundation to increase funding support from foundations, corporations, and individual donors.

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5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3: PROCESSES

5P3: Building budgets to accomplish institutional goals

Budgeting at the College is an ongoing process of aligning financial resources to efficiently accomplish strategic objectives. Officially, the budget is adopted each year, beginning July 1 and ending June 30. The budget allocates financial resources for ongoing programs, courses, services, administration, as well as for capital needs and for initiatives. Budgeting is conducted

in accordance with the Michigan Community College Act 331 of 1966, specifically section 389.141. [5.A.5]

Planning and budget development is a campus-wide cooperative effort involving all key College staff. The required budget activities and timelines are outlined in our Budget Calendar. Each department develops a budget based on historical trends, known changes, and institutional plans. Emphasis is placed on reallocation planning; initiatives are funded through strategically reallocating existing budget dollars versus requesting new funding. Per the Budget Calendar, in September, departments submit capital budget requests for renovation, remodeling, and major maintenance to the Renovation Team (Vice President/Chief Financial Officer (VP/CFO), Vice President/Chief Academic Officer and the Construction & Design Department staff). Items include facilities renovation, furniture requests, major equipment, audio/visual equipment, and computer hardware and software. Requests are based on College strategic objectives, new initiatives, or department plans for maintaining current operations.

In December, the Controller/Director of Finance (C/DF) begins preparation of the Budget Tool, which contains General, Designated, and Auxiliary Fund budget centers for the entire College. Using Box, an online file sharing tool, the workbook is divided into individual budget tools by budget manager. Box allows the College to store content online to effectively access, manage, and share files from any computer with Internet access. Box also allows for access control, so that budget managers, the Executive Team, and VP's can only see those budgets they have access to in the enterprise resource planning (ERP) system, Ellucian®.

In January, the VP/CFO and the C/DF conduct presentations to all budget managers and their assistants to develop a common understanding of the College's current financial condition. Budget managers create departmental budgets (including all budget centers for which they are responsible) using Box. Salary and fringe benefit figures are set by the C/DF based on existing staff records. No financial information from pending contracts is included. Non-salary expenditures are budgeted by using existing budgets, compared with the previous five years of actual expenditure data, and then adjusting for inflation or other known changes. While budget managers are reviewing and updating their budgets, the Budget Committee (President, VP/CFO, Vice President and Chief Academic Officer, Vice President and Chief Student Affairs Officer with support from C/DF) forecast future year revenues and, therefore, expenditure limits. Resources are estimated by reviewing enrollment trends, assessing property tax base valuations, reviewing state mandated appropriations, and benchmarking tuition and fee rate structures at all Colleges within the state. Collectively, these assumptions result in a revenue forecast which serves as the basis for the total budget.

In March, all budgets are accumulated from Box by the C/DF and consolidated into a campus-wide budget tool that includes revenue forecast and expenditures. If necessary, Cabinet members work with their respective Divisions to identify areas where expenditures can be reduced or eliminated in an effort to align forecasted revenues with forecasted expenditures to achieve a balanced budget. The consolidated budget is presented to the Board of Trustees at the March board meeting to adopt the estimated sources of revenue as prepared by the Budget Committee. Changes, if any, are incorporated into the budget by the C/DF and VP/CFO.

In April the final, proposed budget is presented to the Board of Trustees and after a public hearing, the Board approves all budgets. The VP/ CFO provides a tuition and fee modification letter to the State of Michigan Senate Fiscal Agency, House Fiscal Agency, Department of Labor & Economic Growth, and Office of the State Budget, in compliance with Michigan Public Act 255 of 2008, section 508. The C/DF uploads the budget information into Colleague™ with a July 1 effective date for the following fiscal year.

5P3: Monitoring financial position and adjusting budgets (5.A.5)

The College has a well-developed process in place for budgeting and monitoring expenses. The College maintains budgetary controls to ensure compliance with legal and state provisions embodied in the annual appropriated budget approved by the Board of Trustees. All budget managers are given access in Colleague™ to the Budget Summary Report that shows current fiscal year-to-date figures for budget, revenue/expenses, encumbrances, and unencumbered balances. Budget managers and their teams are expected to review their budgets regularly and operate within their established budgets and are held accountable. Staff in the Finance & Business Services Division also review the Budget Summary Reports throughout the year. Purchasing personnel review all requisitions to ensure adequate funds are available in budgets before creating purchase orders.

5P3: Maintaining a technological infrastructure that is reliable, secure and user-friendly

The Information Technology (IT) department recently completed a major infrastructure project resulting in updates to networking, computers, storage, telephony, physical and network security, and data loss protection, including updating all hardware and related software systems to latest technology as described in detail in the IT Infrastructure Modernization and Information Security Upgrades Action Project Concluding Report. IT staff meet on a regular basis to plan for long-term and short-term technology projects based on the technology support required for achieving the College's annual strategic objectives, student and staff user needs for data, information, reports, processing and communication. Stakeholder needs and satisfaction on twelve core IT services, gathered from a survey of all College leaders, were measured in the IT Satisfaction Scorecard and are used for planning continuous improvement. Requirements Traceability Matrices are maintained for monitoring current project status details.

5P3: Maintaining a physical infrastructure that is reliable, secure and user-friendly

The College, along with architectural firm Integrated Design Solutions (IDS), completed a deferred maintenance schedule by taking an inventory of college locations that outlined all of the maintenance priorities for the next ten years. The Deferred Maintenance Schedule includes:

- Facilities Inventory Classification Manual FICM Code
- Year item was put into services (if applicable)
- Average life
- Time in use
- Remaining useful life (categorized by priorities)
- Cost to eliminate deferred item each year it is delayed

The spreadsheet is updated throughout the year as items are completed. The College utilizes a facilities work order system, Mainsaver, to monitor and manage all requests for any type of facilities work. Work orders are routed to the appropriate facilities manager for appropriate action, while all requests for classroom and office space updates and renovations are handled by the Construction and Design Department. For renovations and new construction, the Construction and Design Department follows a six-step programming process.

5P3: Managing risks to ensure operational stability, including emergency preparedness

The College uses the National Incident Management System (NIMS) to respond to crises. Procedures for emergency preparedness are articulated in the Critical Incident Manual (CIM). The information in the CIM manual is discussed at departmental staff meetings, ensuring staff are aware where they can go to find the guidance they need, who they should contact, or how to respond to most emergencies on campus. It contains the procedures and methods of warning, checklists for hazard identification, threat responses, and steps for returning to normal operations.

In the event of an emergency or a dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus, Schoolcraft College will issue an Emergency Notification using the Rave system. The system is designed to send email, voice, and text messages in the event of an emergency, and when the College must close unexpectedly. Dependent upon the circumstances of the situation, such as, concerns that a person may cause harm to him/herself or others, the Threat Assessment Team (TAT), including the Schoolcraft College Police Department (SCPD), Risk Management, Student Relations, Internal Operations Center and staff, will convene and respond accordingly under the guidelines of the CIM.

The College uses Maxient software as an incident reporting tool across campus. Faculty, staff, and students are encouraged to report everything from instructional complaints, concerning behaviors, and potential Title IX violations. Reports are routed to appropriate staff for immediate and appropriate action. They are also monitored for potential recurring issues that may need to be addressed, as well. In fact, the necessity for convening the TAT has diminished in recent years as a result of SC aware reporting to Maxient and proactive intervention.

SafeColleges is a training application that has been installed to ensure that Schoolcraft provides health and safety training to employees following federal guidelines. Specific training modules are required for all faculty and staff at the College on a yearly basis; the software also has specialized training that can be selected by the administrators for their employees. Some of the required modules include Sexual Harassment: Staff-to-Staff, Campus Sexual Violence: SaVE Act Overview, Safety Data Sheets (GHS), Title IX and Sexual Misconduct, Hazard Communication: Right to Understand (GHS), FERPA: Confidentiality of Records, Clery Act Overview, and Slips, Trips and Falls.

Safety Data Sheets (SDS) are available to all staff and faculty in case of a hazardous occurrence. The Occupational Safety and Health Administration's (OSHA) Hazard Communication standards require that all employers with hazardous chemicals in their workplaces must have proper labeling and safety data sheets available to their exposed workers, and they must train them to

handle the chemicals appropriately. The SCPD manages the campus emergency plan and provides campus safety while the Risk Management Administrator is responsible for identifying, evaluating, and analyzing risks inherent to the operations of the College as well as educating and advising faculty, staff, and students to reduce risks.

5P3: Tracking outcomes/measures utilizing appropriate tools

- IT Satisfaction Scorecard
- Campus Climate Survey
- Noel Levitz Student Satisfaction Inventory
- Multiple budgeting tools, audit reports, financial statements and Capital Outlay Reports
- Key Performance Indicators
- Deferred Maintenance Schedule
- Daily Crime Log and Annual Clery Campus Safety Report
- SafeColleges Training
- Maxient Software

5R3: RESULTS

5R3: Summary results of measures; Comparison of results with internal targets and external benchmarks; Interpretation of results and insights gained

Effectiveness of the technological infrastructure is evaluated in part by the IT Satisfaction Scorecard (detail results are shown in 5R1 Knowledge Management). Mean student satisfaction with the college's resources in computer labs (5.57), as noted in the 2017 Noel-Levitz Student Satisfaction Inventory, is significantly lower than the national average of 5.85. It should be noted the inventory was conducted prior to completion of the IT Infrastructure Action Project in which many of the objectives were targeted toward improving the student user experience.

As indicated in the Annual Clery Campus Safety Report, Schoolcraft has low crime rates and is highly regarded by peers as an exemplary campus in terms of safety. In fact, the Chief of Police has been sought out by other colleges in regional, state and national professional groups to conduct workshops and seminars and provide consultation on a variety of campus security issues. Campus safety was the highest rated category score (88%) on the College's Campus Climate Survey conducted in Fall 2016 among currently enrolled students. Furthermore, the safety related items on the Noel-Levitz Student Satisfaction Inventory (SSI) have consistently been institutional strengths and rated significantly higher than the national average of community colleges participating in the survey. Listening sessions pertaining to safety were held resulting in increased safety related activities.

Student satisfaction with the physical environment, as measured in SSI, is also significantly higher than the national average for overall campus maintenance (6.06 vs. 5.96 national average). However, a decline in the condition of some facilities has occurred due to deferred maintenance. Asset utilization is published in the annual Capital Outlay Report and the College plans to create a key performance indicator to summarize this data in the future.

In an effort to compare how Schoolcraft performs against its key competitors in terms of efficient operations, a metric/z-score was derived to examine the relationship between “quality credit hours” produced and the operating expenditures incurred by institutions in order to produce them. For purposes of this analysis, quality credit hours were determined by taking the 2015-16 fiscal year traditional credit hours produced by the College, and applying the percentage of overall graduation rates plus the transfer out rates. By comparing this to total audited operating expenditures per each college’s audited financial statements, we were able to ascertain how much it costs each institution to produce one quality credit hour. The results of this analysis revealed that Schoolcraft College, when compared to peer community colleges in the state, produces the highest percentage of graduation and transfer-out rates, while spending the least amount of resources in order to do so.

IMPROVEMENT

During a time of declining enrollment, the College increased instructional expenditures, scholarships, and student services, and reduced administration. By leveraging reduced salaries due to buyouts, and by implementing more energy efficient initiatives to reduce energy costs, it has allowed the College to focus more dollars to instruction and student service areas.

As stated in 5I2 Resource Management, Schoolcraft will pursue a ballot proposal in November 2018; successful passage of this renewal would result in \$6 million annually for general fund operations and deferred maintenance.

The completed AQIP Action Project, Information Technology Infrastructure Modernization and Information Security Upgrade Project improved system reliability, user-friendliness, and security. Research and Analytics plans to conduct a follow-up survey to understand what impacts resulted from this work and what adjustments are needed to continue quality improvement efforts.

Risk Management and the Safety Committee updated the Critical Incident Manual and added a new pocket size emergency procedure that will be distributed to employees at the Fall Welcome Back.

Efforts are currently underway to gain Board of Trustees formal adoption of two-year budget planning and approval.

Sources

- 09-a Budget Calendar 2018-19
- 09-c Headlee Brief
- 10-b 18-19 General Fund Budget
- 180418 - Wireless Upgrade RV-TraceabilityMatrix - V4 - Final
- 2017 ACS Data Book
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- 2017 GLUG - VMware Digital Backpack - Turner Final

- 2018-19 Budget Packet
- Annual Security Report
- Annual Security Report (page number 30)
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- Budget Memo 17-18 and 18-19
- CampusClimateReport_v3_20170216
- Capital Outlay FY 2018
- Capital Outlay FY 2018 (page number 17)
- CIM MAR revisions 10-16-2017
- College Values
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- EMERGENCY PROCEDURES Pocket Card 2018
- Instructional Support and Student Services
- IT Satisfaction Scorecard 2017
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- mcl-Act-331-of-1966
- Noel Levitz SSI Safety Data
- Operating Fund Expenditures
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- SafeColleges
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6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1: PROCESSES

6P1: Selecting, deploying and evaluating quality improvement initiatives

The College continues to evolve and expand in integrating the CQI process throughout the institution as evidenced by the implementation of a comprehensive strategic planning process. College leadership aligns Action Projects and other identified quality initiatives within a Strategic Planning Framework. This framework, described in more detail in 4.2 Strategic Planning, is focused on the College's mission, vision, core purpose, and values supported by four business perspectives (from the Baldrige Excellence Framework): Students, Stakeholders and Community/Economic Development; Resource Optimization; Internal Processes and Systems; Innovation, Value, Improvement and Growth.

Empowered by the Board of Trustees, the President and Cabinet propose strategic quality initiatives that are identified from analyses of data obtained through benchmarking and satisfaction surveys. Input from a variety of stakeholders is considered when determining quality initiatives. Ideas are solicited primarily via surveys, conversations with advisory committees, focus groups, information gathering forums, internal committees and various student and community meetings. Cabinet, division and department leaders, faculty and staff are involved in the process of identifying strategic objectives and deploying action plans. After College leadership determines priorities, the Strategic Planning Framework documents these decisions so objectives can be communicated in a widespread manner.

To move quality initiatives forward, leadership recognizes a process is necessary to operationalize the work for employees. Objectives are first translated to division-level plans and then the scope of strategies, projects and tactics are incorporated into a plan. Employees at various levels within the organization are involved in creating cross-functional project management plans. Necessary resources are identified and made available through the budget process.

Progress updates are documented and reported regularly by individuals, departments and divisions, and projects are tied to annual individual performance goals and objectives, as described in 3.2 Evaluation and Recognition. Performance on strategic objectives is more formally evaluated and reported on an annual basis in the Accomplishments Report.

6P1: Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

AQIP Action Projects are identified as part of the strategic planning process after analyzing data and input from stakeholders, including feedback from HLC peer reviewers from previous Systems Portfolios. For example, the recently completed Action Project, "Systematic Measurement of Employee On-boarding and Evaluation Processes" was directly derived from the 2016 Systems Portfolio Feedback Report. Likewise, Comprehensive Quality Reviews provide another source of external feedback that promote reflection on opportunities for improvement. The current Action Project, Financial Sustainability, was born out of necessity due to the financial landscape of the institution, as described in the Project Declaration document. Action Project plans are incorporated into strategic objectives and project plans.

The importance of the Financial Sustainability Action Project was confirmed by HLC and was the focal point of the HLC Strategy Forum in 2017. Building upon work achieved at the Forum, the College is mobilizing strategies involving all aspects of the College community, including internal and external stakeholders, to raise awareness among voters of the necessity to approve a Ballot Proposal in November 2018.

Leadership is responsible for evaluating each project's results, determining next steps for a project, and producing the College's annual Accomplishments Report. This provides the Board of Trustee members and other College stakeholders with the results of continuous quality improvement efforts. Once this cycle is completed, the quality improvement planning process begins for the next fiscal year.

6R1: RESULTS

Results from the three most recently completed Action Projects are noted below:

- **Information Technology Infrastructure Modernization and Information Security Upgrade Project:**
 - Replaced and upgraded the entire campus networking, compute (server), storage and telephony infrastructure to increase enterprise reliability.
 - Implemented new Ellucian® Self-Service Enterprise Resource Planning (ERP) system user interface upgrade, including Student Self-Service Finance and Student Self-Service Financial Aid along with a new Customer Service Management (CRM) system, called Ellucian® Colleague™ Recruit™, for improved prospective student communication and involvement.
 - Deployed a more robust password policy as part of the Virtual Desktop project to improve data security.
 - Improved automated server and PC (physical and virtual) OS versions and patch management to bolster overall IT security and optimize hardware and software systems.
- **Systematic Measurement of Employee On-boarding and Evaluation Processes Project:**
 - Developed a customized post-orientation survey for new employees in conjunction with Research and Analytics in order to provide feedback on the effectiveness of the recruitment processes, the Human Resources orientation process, and the departmental orientation process.
 - Created a repeatable process to administer the survey to new employees 3-6 months following their on-boarding.
 - Survey results have demonstrated the efficacy of many HR processes (detailed in Category 3) and have uncovered new opportunities for improvement.
- **Guided Pathways for Student Retention and Success Project:**
 - Deployed new orientation model
 - Launched Career Coach tool
 - Established meta-majors
 - Completed curriculum maps
 - Expanded early alert integration
 - Formalized a comprehensive retention plan
 - Developed science workshops for incoming students
 - Deployed CRM Recruit™
 - Developed a new academic advising model

One of the most valuable quality improvement benefits the College has gained from participation in the AQIP Pathway is the use of Key Performance Indicators (KPIs). As a result of the feedback received from the most recent Systems Portfolio Review in 2016, KPIs have been developed and are now being introduced to the College community. The KPIs contain metrics from a variety of sources with the primary guiding framework being the Institute for Higher Education Policy's work, "Toward Convergence: A Technical Guide for the Postsecondary Metrics Framework," which contains metrics from many national data initiatives. The KPIs were

designed to align to the College's mission and balanced scorecard model (see 4.2 Strategic Planning) and have been cross-walked with the HLC Criteria for Accreditation. These measures are an important tool that allow the College to better measure and maximize effectiveness, understand overall institutional health, and utilize data for informed planning and decision making. Specifically as it relates to the current Financial Sustainability Action Project, multiple KPIs used to assess the Resource Optimization pillar of the balanced scorecard framework have been instrumental in monitoring the College's declining financial condition, expenditures that exceed revenues and declining enrollment that support the College's decision to pursue the 2018 Ballot Proposal.

6I1: IMPROVEMENTS

In recent years the College has made significant strides in using quantitative and qualitative data for improvement initiatives. Efforts will continue to integrate the use of KPIs more extensively throughout the organization, especially for departmental information sharing and planning. Next steps in this project include KPI workshops and information sessions for employees as well as seeking feedback from additional stakeholders. In some cases, more specific targets for measures will be decided. Going forward, the institution would like to incorporate measures and the associated targets directly within strategic objectives to more specifically track progress on goals.

The three most recent Action Projects, completed in 2017 and 2018, have resulted in immediate improvements and allowed the College to identify additional opportunities for continued improvement as noted above in 6R1 and below.

- Information Technology Infrastructure Modernization and Information Security Upgrade Project Concluding Report:
 - Although significant progress has been accomplished to replace 2,500 physical desktops with a centralized Virtual Desktop Strategy, approximately 70% have been deployed to date. The College plans to be fully deployed by end of 2018.
- Systematic Measurement of Employee Onboarding and Evaluation Processes Concluding Report:
 - The College is currently switching to a new performance management software platform which includes robust reporting features that will enable the use of ratings data to measure employee contributions through staff evaluation processes.
- Guided Pathways for Student Retention and Success Project Update (*next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project*):
 - Establishing meta-major gateway courses
 - Establishing milestones and decision making touch-points
 - Develop student facing materials on meta-majors, programs and gateway courses
 - Work with faculty to develop process for frequent assessments
 - Academic advising redesign
 - Learning Support Services redesign
 - Implement CRM Advise/Engage

- Determine metrics and tracking methods for Guided Pathways pilot

The current Financial Sustainability Action Project will be a significant focus for the entire College in the remaining months of 2018 through the election in November. Phase 2 is planned for launch immediately following the election, the results of which will determine actions that will be required.

Sources

- 09-a Budget Calendar 2018-19
- 09-c Headlee Brief
- 2017-18 Accomplishments Report
- ACTION Plans deployment
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- CareerCoach_UpdateNews_v1_printable_20180814
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- HLC Correspondence
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- Strategic Objectives
- Strategic Planning Framework

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2: PROCESSES

6P2: Developing an infrastructure and providing resources to support a culture of quality

Schoolcraft College's Strategic Planning Framework and Process provide the overarching infrastructure that shapes the College's approach to quality improvement. Built from the principles of the Baldrige Excellence Framework and the AQIP Criteria, this approach formalizes how the College ensures that quality improvement is infused into operations to improve student learning by providing the platform to organize, prioritize, and integrate quality improvement efforts. The infrastructure fosters communication, guides the College in monitoring progress, and assures resources are allocated using the budgeting process.

College leaders guide and support the quality improvement efforts from project inception to completion, emphasizing their importance to the institution and so that the College's core purpose is realized. In addition, leaders engage employees to participate in quality efforts by empowering them to assume responsibility and contribute to quality efforts. The College's Culture of Quality Cycle shows the process of how leadership transfers a culture of quality to project managers who complete improvement projects with their staff and cross-departmental teams. Professional development and learning opportunities for faculty and staff, provided to employees through the Schoolcraft Academy and the Center for Academic and Faculty Excellence (CAFÉ), as well as those organized by the Faculty Professional Development Committee, promote a culture of quality across campus. see 3P3. Leadership encourages faculty and staff to align these development opportunities to strategic objectives/CQI project work.

Other ways of embedding quality into the culture include measurement of outcomes that matter, such as student success and stakeholder satisfaction. The College conducts, analyzes and shares a vast amount of research to measure these outcomes and to better understand stakeholders, to drive improvement. An important, yet recent addition to Schoolcraft's quality infrastructure are the Key Performance Indicators (KPIs) based on the College's mission, balanced scorecard and business perspective pillars (see 4P2 Strategic Planning). These measures will better equip employees to monitor performance levels and share information to inform planning and strategy as well as to optimize effectiveness on an ongoing basis.

6P2: Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

As the Strategic Planning Process has evolved, the culture of continuous improvement has grown. The College embraces the concept of large scale improvement projects to bring about transformative change that spans departmental boundaries for the benefit of stakeholders, especially students. The culture of quality is evident in many of the College's cross-departmental work teams and processes. In 2017, the College successfully launched a new product called Career Coach, a career exploration tool open to all of Schoolcraft's potential stakeholders, via the College website (created by Economic Modeling Specialists, Inc. (EMSI)). Career Coach is an essential component of the Guided Pathways for Student Success and Retention Action Project as it supports stakeholders in determining a major/field of study that provides a clear roadmap for their education. The project resulted in integrating and embedding the tool and associated activities into the operations of multiple departments, including Academic Advising, Admissions, Business Development Center, Career Counseling, Continuing Education and Professional Development, Curriculum Operations and Assessment, Enrollment Services, Financial Aid, Foundation, Research and Analytics, Instructional Administrators and faculty, Marketing, Student Activities, Student Relations, Student Success and Retention, and Veterans Services.

Other examples of cross-departmental teams comprised of faculty and staff from various disciplines/functions and at various levels include the Guided Pathways Team, Curriculum Operations Committee, Strategic Enrollment Management (SEM) Steering Committee, Campus Awareness Response Education (CARE) Team, Campus Safety Committee and 2018 Ballot Initiative Committee, and the Liberal Arts Transfer Outcome Review project team. The benefit

of this approach is the diversity of opinions and perspectives shared as institutional learning grows.

6P2: Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

Progress on AQIP Action Projects and quality initiatives is formally communicated to faculty, staff and key stakeholders at prescribed intervals throughout the year, including during two annual Welcome Back events (at the start of the Fall and Winter semesters). The annual Accomplishments Report is a widely distributed, public document that highlights results of strategies adopted through our improvement initiatives. Work teams provide progress reports at specific intervals, which provide the foundation for the end of the year report on accomplishments. This collaborative project update and summarization process is helpful for institutional learning, as it encourages discussion of what worked well, what initiatives should be continued, and what strategies didn't yield as much as anticipated. Cabinet members obtain these updates, reflect on accomplishments and begin to design new or revised strategic objectives to achieve institutional goals for the upcoming year.

In addition to the above formal opportunities for reporting on progress related to quality initiatives, administrators and project leaders also periodically update faculty, staff and stakeholders on specific projects. For example, throughout the implementation of the Information Technology Infrastructure Modernization and Information Security Upgrade Action Project, the Information Technology (IT) department provided monthly updates on progress via an email newsletter to all staff as well as periodic email notifications highlighting milestones and impact on operations. Updates on key initiatives such as the Financial Sustainability Action Project, which includes the 2018 Ballot Initiative, are provided through a series of listening and information sharing sessions, which also provide additional data and insights that continue to inform the planning and implementation of the initiative.

By embedding quality initiatives and Action Projects into leadership's objectives, employee performance objectives, strategic planning, and daily operations, a foundation is established for assuring that these projects are a priority for a critical mass of employees. Key to sustaining and sharing learning during these initiatives are the horizontal linkages or informal structures that cut across college divisions and departments.

6P2: Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Since adopting the AQIP Pathway the College has made a quantum shift in the way problems, quality, sustainability, operations, and stakeholder needs are addressed and improved. There has been greater emphasis on continuous improvement, repeatable processes and appropriate measures to evaluate effectiveness that feed back into planning. Accomplishments made on AQIP Action Projects have been energizing and fruitful for the College. The recent Strategy Forum (2017) afforded the College's team the opportunity to develop the current Financial Sustainability Action Project, but more importantly it was an opportunity to learn and embrace the tenets of the AQIP Pathway and share findings with the Board of Trustees, Cabinet members,

faculty, staff and stakeholders, all of whom will have important roles in the implementation and success of the current Action Project.

6R2: RESULTS

A sample of key project results that influenced the institution's culture of quality is noted below.

Since its launch in September 2017, the Career Coach tool has experienced a 155% increase in site visits (through March 2018). In March 2018 alone there were 1,401 visits to the site, while 623 visits per month is average for similarly-sized institutions. This result far exceeds the national benchmark and continues to surpass the College's initial goal of 1,000 visits per month (which was achieved in only the third month of operation). Career assessments are also a key measure monitored, with 655 assessments completed in March 2018, a 171% increase from launch. One of the most beneficial results of the implementation of Career Coach has been the mapping of all 900 occupations within the EMSI database to programs offered by Schoolcraft College, including transfer programs (notably the College was the first EMSI Career Coach user to accomplish this). This ensures prospective and current students are receiving consistent, clear, accurate career options and information that map directly to their program of study at the College. In addition, website usage data regarding current and prospective students' career and program interests is shared College-wide on a periodic basis in a Career Coach Update Infographic. A launch evaluation survey of faculty and staff using the Career Coach tool indicated 84% of those who had used the tool felt it was very useful for current/prospective students.

The current Financial Sustainability Action Project has provided invaluable insights for not only the Action Project itself, but also for informing decisions for improving many other functions and operations across the College. While it is a multi-pronged approach that includes buyouts, etc., the focal point of the Fiscal Sustainability Action Project is to communicate information to voters to encourage them to approve the 2018 Ballot Initiative. In order to ensure the College is on the right path to achieve these objectives, measurement of this quality improvement initiative will occur at several key milestones. Thus far, pre-tests were conducted by EPIC-MRA, a polling company, to understand voter perceptions and willingness to pass the initiative, and student perceptions as to the College and brand awareness, as described in more detail in 2R2 Current and Prospective Student Need and 2R3 Key Stakeholder Needs.

In addition, employee perceptions and feedback have been solicited in order to gauge employee sentiment on the ballot initiative and other key issues. When asked, "What can we do better?" during the initial ten listening sessions conducted by administration, PollEverywhere live polling results revealed that faculty and staff most frequently mentioned (24%) better treatment/appreciation of staff and more focus should be spent on employee morale. Second, faculty and staff (21%) desire more communication and cooperation college-wide. These results are consistent with the OrgHealth Employee Engagement outcomes, as described in 3R2 Evaluation and Recognition, highlighting the need for continued, ongoing conversations to demonstrate that employees' concerns are being heard and will be addressed. Five listening sessions with the President have occurred to date to address this concern.

Through the above mentioned OrgHealth Employee Engagement Survey, leadership was able to better understand employee perceptions of the campus climate, learning that appreciation, communication, and cooperation are areas to work on, while employees rated the College's effectiveness at a level 7% higher than the OrgHealth national benchmark.

Since student success is a high priority for the College, multiple measures are used to evaluate performance, guide continuous improvement and track changes over time. KPIs that represent results of the Student, Stakeholders, and Community/Economic Development perspective of the balanced scorecard demonstrate that although Schoolcraft's performance has been on par with national and local peers, it has been stable over time. Current initiatives, such as Guided Pathways, are expected to improve success in these areas.

6I2: IMPROVEMENT

The introduction of KPIs to the College community has been an important improvement for the College's culture of quality. Training for faculty and staff in the use of this information as a tool for planning and decision-making at all levels of the organization will be an area for emphasis along with continued refinement of existing KPIs and identifying new performance targets.

The Guided Pathways Project work will continue by redesigning academic advising, development and deployment of student facing meta-major information, increasing use of Career Coach and working with faculty on early assessment activities.

The Financial Sustainability Action Project, specifically the 2018 Ballot Initiative, will continue to provide opportunities for the College community to strengthen cross-departmental collaboration and cooperation, an essential element to promote a culture of quality throughout the organization. Successful passage of the ballot initiative would provide necessary resources for continuing the College's journey in this arena. Leadership has hosted additional information/listening sessions to address cultural issues related to communication and information sharing that were uncovered from surveys and prior listening sessions. Continued dialogue will be a focus to enhance College-wide cooperation.

The Research and Analytics Department has begun to outline plans to support the institution in cultivating a culture of evidence and quality improvement by increasing data literacy, providing more targeted/interactive information to appropriate individuals, promoting data informed strategy, creating data champions among college staff/faculty, increasing outreach and data to students, and supporting student success based on the National Association for Institutional Research's document, "A Statement of Aspirational Practice for Institutional Research."

Sources

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