

# COMPREHENSIVE QUALITY REVIEW

## *Highlights Report*



**Schoolcraft  
College**

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## **Schoolcraft's Highlight Report Introduction:**

This highlight report is a summative response based upon the feedback received on our Systems Portfolio submitted September 10, 2018. Schoolcraft College's board members, cabinet, faculty and employees gleaned valuable information from participation in the AQIP Strategy Forum, crafting and working on our final Action Project "Financial Sustainability\*", and development of, and from the substantive feedback received on our Systems Portfolio.

This Comprehensive Quality Review (CQR) Quality Highlights report provides responses on the strategic issues identified from our portfolio review. The issues were as follows: "Issue 1: Internal targets are not discussed. Analysis of results is limited...Issue 2: Results are select and frequently only include a single dataset/datapoint. Little trend data is presented" (Schoolcraft College Final Report, page 5).

Due to the fact that the Higher Learning Commission is sun-setting the AQIP Pathway for accreditation and based on feedback from our HLC Accreditation Liaison, Dr. Bordenkircher, Vice President for Accreditation Relations, this CQR Quality report is formatted to align with the HLC Criteria and Core Components. Strategic issues are addressed within the following narrative with requisite evidence.

Note: Additional information for Items with a \* are available upon request.

## **Schoolcraft College Board of Trustees**

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**Criterion 1 - Mission: The institution's mission is clear and articulated publicly; it guides the institution's operations.**

**1.A. – The institution's mission is broadly understood within the institution and guides its operations**

1.A.1. – Schoolcraft College, an open door community college since 1961, exists to improve the intellectual, social, and economic lives of those we serve\*. The mission, initially developed in 1961, was reviewed and revised by College stakeholders and approved by the Board of Trustees on four separate occasions. The most recent review occurred in 2019 with no changes recommended\*.

The mission is expanded upon through our Core Values\* which emphasize: student success, ethical practices, embracing diversity, commitment to making positive change, strong / guiding leadership, creating effective learning environments, and supporting life-long learning. In addition, the mission is the driving force behind College employees' work as reflected in the College's Strategic Planning Framework\*.

1.A.2. – The College consults with stakeholders to understand how to best meet their needs in order to achieve our mission. For example, this is evident through our Occupational Program advisory board meetings\*, participation on workforce development groups\*, and our collaboration with area educational institutions\*. Academics programs are reviewed on a scheduled basis\*, summative reports from specialized accreditations are analyzed\*, and Core Ability (institutional assessment program) reports\* are reviewed to assure students are gaining the skills and knowledge necessary from their educational programs. In addition, workforce development trainings are customized through the Business Development Center\* and Continuing Education and Professional Development\* to meet the needs of our learners.

The College's mission states our aim is to improve students' lives holistically, beyond just academics. As a result, Student Services provides a breadth of services for Schoolcraft students and community members to assist them intellectually, economically, and socially. Tutoring\*, retention outreach\*, Disability Support Services\*, academic advising\*, financial aid services\*, career counseling, and student clubs\* are some examples. The Strategic Enrollment (SEM) Committee\* analyzes and develops initiatives after reviewing data from various reports. For example, after reviewing a Student Enrollment Profile report\*, it was noted that there was an increase in ESL and international students. The recommendation was made to invest in expanding the ESL offerings and to create an office for International Students\*.

1.A.3. - Schoolcraft's budgeting and planning process are guided by the mission and additional information on these practices are under Criterion 5.C.1.

**1.B. The mission is articulated publicly**

1.B.1. - Schoolcraft College's mission is posted on the College's website, within our buildings, on public facing documents\*, within employee orientation materials, and is at the core of our planning process as demonstrated through our Key Performance Indicators\*. The College's Core Values and Vision statement expand upon our mission.

**Mission**

*Schoolcraft is a comprehensive, open-door, community-based college. 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.*

**Vision Statement**

*The College wishes to be a first choice provider of educational services, a competent organization, functioning with integrity, behaving strategically, and providing value beyond expectations.*

**College Values**

- *We recognize that students are our reason for existence and that student success is paramount to our mission.*
- *We pledge to follow ethical practices in the classroom, boardroom, business operations, and all other areas of the College.*

- *We value diversity in our students, staff, and programming.*
- *We are committed to having a positive intellectual, social, and economic impact on the communities we serve.*
- *We strive to achieve leadership in academics, management practices, employee relations, and institutional innovation.*
- *We strive to maintain a supportive, cordial, and aesthetically pleasing environment for our students, staff, and community.*
- *We encourage lifelong learning for our students and staff by providing the most current programs, utilizing the most effective instructional delivery methods.*
- *We believe that higher education should be accessible to the greatest number of our constituents.*

1.B.2.— Since its initial development in 1961, the College’s mission has undergone several revisions. The latest review occurred in 2019, with no changes recommended. As reflected in 1.A, the mission and value statements articulate the kind of transformational learning experiences we pledge to offer in order to elevate the social, economic, and intellectual capacity of our students.

1.B.3. – In order to provide the transformational learning experiences clearly outlined in the College’s mission, Schoolcraft offers a comprehensive suite of opportunities designed to support an open-door community-based promise. These offerings include expansive degree and certificate programs, continuing education, and professional development offerings\*, business and workforce development services\*, childcare services\*, veteran and career services\*, cultural enrichment offerings, and a fitness center\*.

### **1.C. – The institution understands the relationship between its mission and the diversity of society.**

1.C.1. - Schoolcraft understands the importance of diversity among its employees, students, community members, and partners. One of our Core Values\* states, “We value diversity in our students, staff, and programming”. In addition, one of our Core Abilities\* as identified in Policy 1020, Core Abilities and General Education\* requires students to demonstrate social and cultural awareness.

The College supports diversity initiatives through varied programming and active participation in groups such as the Midwest Institute and our International Institute. The International Institute, a faculty-driven organization coordinates the annual Multicultural Fair\*, offers Focus Series presentations\*, and produces the International Agenda newsletter. Student Activities sponsors 30 student clubs\* such as, Asian Student Association\*, Christian Challenge\*, International Student Organization\*, and the Native American Club\*. Most recently, the College established a Culture Awareness committee\* and opened an office for International Students.

To address the changing educational needs of our students, curricular offerings occur in various delivery formats:\* traditional, online, open/entry/open/exit, and hybrid. In order to accommodate the varied needs of the communities we serve, Schoolcraft offers curriculum through different platforms, credit\*, non-credit\*, and workforce development\*.

Core Abilities are embedded across each program and assessed at the section and institutional levels. Since 2012, institutional assessment results reveal that 134 of the 280 students’ artifacts (48%) successfully demonstrated social and cultural awareness. Winter 2016 results indicated 39 of the 90 artifacts met the criteria, demonstrating a 43% success rate. Since these results fell short of the target, the Core Ability Team Leaders made it a priority to investigate and make recommendations for improvement. New student artifacts were collected in the Winter of 2019 and assessed by a team of faculty members in the Fall of 2019 and Winter of 2020.

1.C.2. – The Colleges staffing patterns\*, student enrollment profile\*, and occupational program reviews\* demonstrate our efforts to try and increase the diversity among our students\* and employees\*. In 2013,

the student body was 55% female, 66% white, and 15% African American. In 2018, the student body was 55% female, 64% white, and 14% African American, though we are seeing an increase in Asian (5%) and Hispanic (5%) students. As for employees, in 2013 88% were white and in 2018 this number decreased to 83%. We understand there is additional work to be done on diversifying our workforce, thus the creation of the cultural awareness committee.

**1.D. – The institution’s mission demonstrates commitment to the public good.**

1.D.1. – As reflected in the mission and value statement we are here to serve our community. As noted in 1.A.2., College personnel are active in the community\* as evidenced by sitting on boards, holding memberships in area associations, and participating on task forces. For example, the president is a board member of the Metropolitan Affairs Coalition and a member of the Livonia Rotary Club, Southeast Michigan Council of Governments (SEMCOG) Talent taskforce, and Walsh College Presidential Advisory Board. Examples of our academic leaders community commitments include: Plymouth Symphony Board, Development Centers Inc. Board, Livonia YMCA Board, and one is the president of the State Education Technology Organization of Michigan (ETOM). Also, the College hosts events, such as music concerts, theatre productions, manufacturing day, STEM events and teacher professional development day for community stakeholders.

1.D.2. – Schoolcraft is a public entity and does not have shareholders or investors. Board Policy 1030, Code of Ethics and Conflict of Interest, requires board members, faculty, leadership and employees to disclose any conflicts of interest. Presently 61% of the College’s overall budget is dedicated to Instruction and Student Services.

1.D.3. – The College is responsive to community stakeholders’ needs offering programing, training, events, and employment assistance. For example, the Career Services department collaborated with 1,059 employers and posted 3,542 jobs on our online job board and provides an online Career Exploration tool\* that is not only available to students but also the general public. The Business Development Center (BDC) delivers a unique blend of education, resources, training, and consulting to help businesses and individuals strengthen and achieve their economic goals. In 2017, the BDC served 923 companies, provided 1,241 counseling sessions, and delivered training to 2,354 individuals in the areas of process improvement, leadership, quality, trades/technical, information and office technology, government contracting, financial management, marketing, and legal. In 2018, the BDC served 855 companies, provided 1,654 counseling sessions, and delivered training to 1,638 individuals.

The Procurement Technical Assistance Center (PTAC) helps companies pursue contracts with federal, state and local, government agencies. As a result of PTAC assistance, clients received contract awards valued at \$119,975,578 in 2017 and \$349,771,320 in 2018. Similarly, the Small Business Development Center (SBDC) helped clients obtain capital valued at \$7,480,669 in 2017 and \$9,329,600 in 2018 to launch or grow their businesses. The SBDC also educated and supported entrepreneurs, resulting in 12 successful businesses launched in 2018 and seven in 2017. In response to industry partners, in 2018, 32 participants completed a skills-based accelerated trades training in Computer Numerical Controls (CNC) where 57 unique industry credentials were earned and 83% of participants were hired by industry, at an average starting pay of over \$14/hour.

A Veterans Center\* was established in 2014 and has assisted 949 veterans navigate the educational system to-date. The College’s Hinkle Center\* manages an emergency fund whereby students can apply for financial assistance on a one-time basis to assist them with a crisis. The Hinkle Center also directs students in need to appropriate external services while the Student Activities office provides a free food pantry for students. Other opportunities to engage our community stakeholders include monthly music recital series\*, concerts, senior expos\*, and hosting a teacher professional development day\* for our

neighboring-12 districts. In 2019, 3,063 children participated in our KIDs on Campus camps and Academic Skills programs\* (there were 3,100 participants in 2018 and 3247 in 2017).

Schoolcraft is an economic engine for the community in which we reside. We currently employ approximately 1,800 employees from surrounding areas, partner with area businesses to increase internships\* and workforce opportunities, and develop alternative revenue streams for the College through partnerships to assist in maintaining financial sustainability. Recent achievements include industry partnerships with St. Joseph's Healthcare system and MASCO Corporation that provide alternative cash flow for the College in exchange for use of our space, along with important internship and experiential learning opportunities for our students.

**Criterion 2 – Integrity: ethical and responsible conduct; The institution acts with integrity; its conduct is ethical and responsible.**

2.A. - Integrity and ethical practices are outlined within Board Policy 1030 Code of Ethics/Conflict of Interest and Procedure 1030.1 Code of Ethics / Conflict of Interest\*. Board members and new employees are informed of their ethical and conflict of interest responsibilities during an orientation, through the Employee Handbook\* or during a department orientation\*. According to the President's Office, there have been no reports of policy violations by board members. Human Resources reports that there have been no employee disciplinary actions related to a violation of ethics or conflict of interest issues. Also, no integrity and ethical practices issues were raised by our specialized accreditors.

Annual, independent fiscal audits\* are conducted to ensure ethical behavior with respect to institutional finances. In 2018, auditors wrote "In our opinion, the financial statements referred to above present fairly...the respective financial position of Schoolcraft College and the aggregate of its discretely presented component units as of June 30, 2018...".

2.B. - Schoolcraft is transparent in sharing business related information with stakeholders. Examples of this are on our webpage: board meetings open to the public, tuition and fee schedules\*, a net price calculator\*, and access to tuition comparison calculators with other colleges\*. The College also participates in the State of Michigan Budget and Performance Transparency Reporting\*. Schoolcraft openly reports annual budgets, capital outlay reports, and audit findings. In addition, Annual Security Reports\* are posted on the website for review.

In addition to operations and business reports, the College posts academic program information, including certificates and program degree requirements\*, current and archived catalogs, course schedules\*, and a list of when courses are available\*. Students receive and review a course syllabus at the beginning of a class, the syllabus defines course expectations, attendance requirements, academic integrity expectations, assessments/assignments, and schedules.\* The Consumer Information webpage contains required disclosures related to student outcomes and student body diversity, along with voluntary student feedback on the campus climate survey\*. Furthermore, College stakeholders also have access to specific policies and procedures\*, student handbook\*, College related accreditation information\*, and the Annual Accomplishment's report\*. Publically availability to support services includes, answer center information\*, tutoring, library services\*, and the SCAware reporting system (where issues, concerns, and complaints can be filed)\*.

2.C. - Board Policy 1050, Bylaws of the Board of Trustees, governs the actions of every board member and describes their responsibilities. Board members are expected to approve policies, establish regulations of their governance, select, support and evaluate the president, approve annual budget, and review proposed curricular decisions. Agendas\* and minutes\* reflect the information shared, committee work, and Board decisions.

2.D. - The College recognizes the importance of freedom of expression as an underlying foundation of higher education. Board Policy 1062\*, Free Speech..., states, "Students, employees and members of the public shall be free to exercise their rights of free expression". Furthermore, Article III Section 1 of the faculty contract states: "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." Should concerns arise pertaining to freedom of expression, the faculty contract outlines steps faculty can follow when contract violations\* are noted. According to our Executive Director of Human Resources, no grievances were filed related to freedom of expression.

2.E. - Faculty, staff, and students are encouraged to participate in the development of scholarly works. When internal research is proposed, faculty follow a standardized process through the department of Research and Analytics to protect the rights of human subjects. External research germane to faculty academic disciplines is encouraged, and highlighted. Each month, faculty and student accomplishments in scholarly research, presentations, or expression of academic discipline is featured in the President's Report\* to the Board of Trustees. College research librarians\* are available to assist faculty, staff, and students as they produce scholarly works.

Students are informed of the College's expectations for academic integrity and ethical conduct during required orientations\*, within the Student Code of Conduct\*, in the College's students success course\*, and through documentation on each course syllabi\*. Research librarians are also available to assist students along with access to tutors in the Writing Studio\*, Net-Tutor\* (online tutoring), and SafeAssign\* (online detection tool).

Three of the College's Core Abilities, Manage Information\*, Communicate Effectively\*, and Act Responsibly\* provide the platform to evaluate students' skill attainment within these areas. To date our assessment results\* demonstrated that 221 out of 260 (76%) students nearing graduation act responsibly, 332 out of 407 (82%) were able to communicate effectively, and 318 out of 359 (89%) were able to manage information successfully.

As reflected in the Student Code of Conduct, Policy 2011\*, students may be sanctioned for academic integrity related concerns. A faculty member concerned about a student's actions completes a report through our SCAware system\*. The Student Relations Office investigates and determines the resolution to address the concern. Resolutions range from a warning letter to a panel hearing. Academic integrity reporting has increased: 2016/17 = 73; 2017/18 = 76; and 2018/19 = 114 (to-date). It is unclear whether students are violating the policies more often or if faculty have become more accustomed to reporting a violation more frequently. In response, faculty will be asked to participate in an Academic Integrity Perception survey\* to define the problem and recommend practices and tools to decrease violations.

### **Criterion 3: Teaching and Learning: Quality, Resources and Support**

#### **3.A. – The institution's degree programs are appropriate to higher education**

3.A.1 - Schoolcraft's programs include the following: one bachelor's degree, seven associate's degrees, four post-associate's certificates, 42 certificates, and 20 skills certificates. The College evaluates the relevance of our program offerings through several approaches. For example, annual occupational program advisory board meetings\* are opportunities for faculty, industry experts, and instructional administrators to come together to review, curriculum, external assessment results (if appropriate), Program Outcome\* (refer to 4.1) results and core ability data. When necessary, curricular changes are made. For example, stakeholders for the Fitness Leadership program determined that the outcomes needed revision in order to meet industry standards; the requisite changes were made\*. External standards for the Pharmacy Technician program changed, which resulted in a complete revision to our program\*. For Liberal Arts and Science, our transfer institutions reviewed course offerings to ensure they are still current. Schoolcraft participates in

the MITransfer Pathways project\* where faculty from universities and community colleges convene to evaluate specific courses within a set of disciplines (e.g. Biology, Psychology or Business). Curricular updates became evident, because of this exercise. Most recently COMA 105 (Introduction to Communication), COMA 240 (Intercultural Communication) and PSYCH 207 (Social Psychology) courses were developed or revised to align with our transfer partners\*.

Schoolcraft participates in 89 articulation agreements, 58 with 16 postsecondary institutions and 31 agreements with 10 secondary education institutions. Every three (3) years these articulations are reviewed for relevance and accuracy.

For non-credit offerings, staff annually review student evaluations, enrollment trends, and revenue to determine future offerings. For example, enrollment in yoga classes grew from 1845 in 2017 to 2077 in 2018; this was a key factor in the decision to add a Registered Yoga Teacher program in the Fall of 2019. In contrast, CPR classes were discontinued after Winter 2017, as we were unable to compete with free classes offered by local community organizations.

3.A.2. - Schoolcraft adopted performance based learning\* as our curriculum development framework and utilizes program level curriculum mapping\* to evaluate levels of learning. Curriculum maps\* provide a tool for faculty to evaluate course relationships and the progression of learning, application, and assessment within the program. Each program is built into an Exit Learning Outcome Matrix (ELOM)\*. The ELOM shows the distribution of courses for the program, from program specific\*, program supportive\*, General Education, to electives. The ELOM also lists program outcomes and identifies where they are taught and assessed. Core Abilities\* (institutional outcomes), appropriate to the program, are distributed across program courses\* to assure students have the opportunity to learn and demonstrate their proficiency. Policy 1020, Core Abilities and General Education\*, guides faculty on the requirements for the College's institutional goals, "Core Abilities" and the General Education Requirements for Associate's and Bachelor's degrees. Program requirements are available to students through the College's catalog\* which is available on our website.

3.A.3. – For every course offered at the College a common syllabus\* is developed and once approved through Curriculum Committee\*, is used by instructional faculty, regardless of the modality in which the course is offered or the location where offered. Faculty have the opportunity to personalize certain elements of their syllabi, such as: how late assignments are handled, adding to the Grading Rationale section, and adding to the schedule while certain elements cannot be changed, such as course description, course competencies, and support services available. The "What Part of the Syllabus Can I Edit" document\* was produced for faculty as a guide to personalize their syllabus.

**3.B. – The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.**

3.B.1. & 3.B.2. - Schoolcraft's Policy 1020, Core Abilities and General Education\* defines the College's institutional goals, "Core Abilities" and General Education requirements for Associate's and Bachelor's degrees. According to this policy, students require a breadth of knowledge and experiences beyond the skills and abilities obtained through a defined program. Our General Education requirements include coursework in the following areas of study: English, Humanities, Mathematics, Natural Science, and Social Sciences (16 - 24 credits)\*. Schoolcraft also participates in the statewide Michigan Transfer Agreement (MTA)\* which aligns with General Education requirements and provides students the opportunity to obtain an MTA stamp. This endorsement will transfer a block of 30 General Education credits to any participating university.



3.B.3. – As stated in 3.B.1, policy defines the College’s institutional goals. The “Core Abilities”, are: communicate effectively, demonstrate creative and critical thinking, use technology effectively, use mathematics, manage information, work cooperatively, act responsibly, and demonstrate social and cultural awareness. The Core Abilities, developed by a faculty task force, are embedded within our programs as denoted on programs’ Exit Learning Outcome Matrices (ELOM). Faculty believe that students require a set of “real world” skills and abilities beyond their major area of study. As discussed in 3.A.2., when constructing a program ELOM\* the faculty developer shows where selected Core Abilities are assessed.

3.B.4. – As stated in 3.B.3., one of the College’s Core Abilities, distributed across all associate degrees, is for students to demonstrate social and cultural awareness. Faculty assess student artifacts, according to the prescribed rubric\*. Results from the last two reviews findings showed that 65% of the 139 students artifacts reviewed, met the rubric criteria. In addition, the Social Science program outcome states students should demonstrate the ability to “analyze critical research, theories, social problems or institutions that define an individual’s role in civic and global settings”\*. In the last review\* 11 out of 14 (79 %) of the students’ artifacts met this outcome. This Fall (2019) faculty will determine improvement strategies to implement, if necessary.

The Schoolcraft College International Institute (SCII) is a faculty-driven group that provides “...cross-cultural learning opportunities for students.....” SCII publishes the International Agenda,\* a bi-annual magazine that focuses on international and intercultural education. In addition to the popular Multicultural Fair, a thematic speaker series (Focus Series), an intellectual roundtable for faculty (GlobalEyzers), and other events and informational sessions, SCII promotes and maintains a global endorsement. Since 2006, 4,573 students have earned a Global Endorsement, which is a collection of designated courses that have been pre-approved through a faculty-designed rubric. SCII strives “to enhance the international content of coursework, programs, and other Schoolcraft activities so participants better appreciate both diversities and commonalities among world cultures, and better understand the global forces shaping people’s lives.”\*

In addition to the Global Endorsement, faculty also created a Service Learning endorsement\* where civic engagement activities are embedded into the curriculum. Service Learning activities often underscore the socioeconomic and cultural diversity of our region. Students receive an endorsement if they complete 15 credit hours of service learning coded courses. Since 2012, nine students have earned this endorsement.

3.B.5. – Faculty are encouraged to participate in scholarly work through professional development activities, conference presentations, and scholarly writing. The College recently supported four nursing faculty pursuing their doctorates, one full-time faculty who pursued another Master’s degree, and two full-time counselors who pursued Master’s degrees. Other examples include, faculty pursuing research opportunities with the National Science Foundation, the Community College Humanities Association, and the Metro Detroit Historians Collegium. Both full- and part-time faculty frequently attend discipline-specific conferences, present research, and publish. Examples of student opportunities to practice and present research include the annual Undergraduate Resource Opportunity Program (Physics)\* and Liberal Arts Network for Development (Arts & Humanities)\*. The College also supports the College’s Community College Enterprise\*, a peer-reviewed research journal and a literary magazine, the MacGuffin (35 years), which are managed by full-time faculty members.

Students have the opportunity to demonstrate their skills and abilities within the creative realm when demonstrating their proficiency with the Core Abilities and by participating in the annual Howard Malinoski award\*, Kehrl awards\*, Pageturner’s Award\*, and Annual Art Showcase\*. Students submit their scholarly and creative works for a juried review for the particular award; they are then recognized at

culminating events such as, the Pythagorean Prize or the Write Word\*. The President shares these achievements in a report to the Board of Trustees.

The College's Honors Program\* and Phi Theta Kappa \*require students to complete scholarly work through capstone projects\*. Examples of Honors Capstone projects are: "Before I Forget: Caring For Alzheimer's Patients" and "The Brain Behind the Beauty: Stretching the Teachings of STEM Beyond Gender Boundaries." Phi Theta Kappa students assisted the College on initiatives such as educating students on the importance of registering to vote and voting.\* In 2019, students are working on the College's Reality Ready® project\*.

### **3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.**

3.C.1. – Schoolcraft currently employs 87 full-time faculty and 556 part-time faculty to provide direct instruction to our students. A decrease in enrollment impacts the number of sections offered; 4,713 sections were offered in 2016 compared to 4,456 sections in 2018. Despite this 5% decrease, administrators continuously evaluate the need to hire faculty. In 2019, we hired three new full-time faculty.

Faculty responsibilities are outlined within the faculty contract\* and include teaching courses, providing timely feedback, consulting with students individually, and working with students services to retain students. In addition, faculty are involved in curriculum development,\* online course development\*, crafting minimum competencies for discipline faculty\*, participating in program outcomes assessments,\* participating in hiring\*, and budgeting\*.

3.C.2. – The faculty contract\* describes our process for establishing the minimum competencies\* required to teach at Schoolcraft. Faculty are responsible for providing evidence of qualifications that align with minimum competencies, which includes the necessary academic credential(s), work related experiences (if appropriate), and any necessary licenses and certifications to teach a course. Minimum competencies are developed and reviewed annually by faculty chairs and department representatives in collaboration with their instructional administrator. As of the 2018 contract, the President of the Faculty Forum and the Vice President and Chief Academic Officer must also approve the minimum competencies.

When a faculty member applies to teach at the College, Human Resources screens the application to ensure the individual's credentials meet the posting requirements. If so, candidates' applications are routed to the academic office for hiring consideration. When an individual is to be hired, a vocational or course approval form\* is initiated by the prospective faculty member and then reviewed by the faculty chair or department representative and the instructional administrator. During this review process, it is determined whether the potential faculty member meets the minimum competencies to teach. All courses offered by the College are taught by Schoolcraft faculty and we do not participate in any consortia agreements.

3.C.3. – Faculty are evaluated as outlined within the faculty contract\* and according to the procedures within the Faculty Evaluation Handbook\*. For evaluation purposes, faculty are divided into four categories: full-time probationary, full-time non-probationary, part-time probationary, and part-time non-probationary.

Students evaluate full-time probationary faculty for three years utilizing the student IDEA evaluation tool\*. Peers and instructional administrators evaluate full-time probationary faculty at defined intervals during probation; this includes submission of a teaching portfolio. The portfolio is evaluated for teaching, service, and professional development and is measured according to pre-

defined rubrics\*. After probation, a full-time faculty member is evaluated every two years. Two years after a full evaluation, a checkpoint review, where a professional development plan is developed and then a full evaluation with teaching portfolio occurs two years after the checkpoint review\*.

Probationary part-time faculty complete the same activities as noted above, but their probation lasts for the first six semesters\* they teach. After probation, full evaluation occurs every four years with a checkpoint review, as noted above, at the two-year point.

When faculty submit a full review, an overall composite score (OCR) is determined based on student, peer, and administrator evaluations. Should a non-probationary faculty member earn an OCR below the benchmark of 3.88, he or she is assigned a faculty mentor. The mentoring program involves working with an assigned faculty mentor to create a plan to improve the OCR. Since 2015, 41 faculty have gone through this mentoring program and 17 raised their score above the threshold of 3.88. An additional 17 faculty continue to work through their improvement plans and seven faculty did not complete the program because they left the college.

3.C.4. – The faculty evaluation process provides data\* to assist the faculty member in determining his or her professional development needs. A Faculty Professional Development Committee\*, as defined in the contract, reviews aggregate evaluation data\* and develops a calendar of in-house professional development activities\*. For example, in 2017 sessions focused on early assessments for students and understanding students' backgrounds. In 2018, sessions focused on teaching today's students. For 2019 a book club approach where faculty will examine approaches to work with diverse student groups, will be occurring.

During faculty check-point reviews, a professional development plan is created to improve teaching skills or to keep them up-to-date in their respective area. For example, goals may include ways to improve student engagement or strengthen classroom technology skills. The College also supports faculty development through conferences, tuition grants, course work, Galileo Leadership Academy\*, and licensure and certification activities\*. The contract provides full-time faculty with \$200.00 per fiscal year for the purposes of professional development. A professional development fund of \$20,000 is allocated for adjunct faculty members. In 2018-2019, \$23,800 was actually spent on these activities.

3.C.5. – Schoolcraft requires faculty to be available for student inquiries, as noted within the faculty contract under job responsibilities\*. Full-time faculty identify and post, on their syllabi and near their offices, five (5) on- campus office hours per week. Both full-time and part-time faculty are encouraged to hold virtual student consultation opportunities using Blackboard Collaborate. Part-time faculty are contractually required to be available for student consultations\* and post on their syllabi how their student consultations are conducted. Full-and part-time faculty post contact information on their respective syllabi. Findings from our 2017 Noel-Levitz Student Satisfaction Inventory on the "faculty are usually available after class and during office hours" item was 5.65 (on a 7-point scale where 7 is highest) while the national average was 5.79. Improvement strategies are currently being explored to address this area.

3.C.6. - The process for hiring staff is similar to the faculty process. Position descriptions\* are developed with the required academic credentials, work experience, skills, and licenses or certifications defined. These position descriptions become the basis for the job posting. Human Resources screens applications to ensure minimum qualifications are met before the hiring manager can consider the applications. Once hired, new employees attend an orientation with Human Resources and the supervisor executes an onboarding process. For example, a newly hired

financial aid advisor's training program\* may include the following: review of college policies, office operations, and Colleague training. On the other hand, a new tutor\* may have a different training agenda that includes a review of College policies, review of tutoring schedules, reporting requirements, and expectations.

The College offers professional development benefits for employees, as defined by the collective bargaining agreement or board policy for their respective employee group. These include tuition and education grants. For development activities, the mileage, and travel expenditures (excluding faculty) totaled approximately \$161,000 in 2018. Our KPI related to professional development – Training Expenditures per FTE Employee. New data will be available soon, but for the fiscal year 2017, we spent an average of \$484 per full-time equivalent employee, versus the national average (among participating community colleges) of \$369.

### **3.D. – The institution provides support for student learning and effective teaching.**

3.D.1. - Depending on the student's educational goal and the outcome of placement testing\*, an educational plan\* is developed and where appropriate, necessary support services are identified. All new students are provided with a New Student Checklist\* and are required to attend a New Student Orientation\*. During the orientation, students learn about various support services, meet with campus life offices, discuss classes with an academic advisor, and tour the campus. Schoolcraft utilizes Ellucian's Student Planning to assist students in developing their educational plan. Services available as these plans are developed and throughout their academic endeavor include, but are limited to, the College's Learning Support Services, tutoring services, Hinkle Center, International Student Services Office, Veteran's Office, Advising Office, Disability Services, and Financial Aid Office. The College also offers Crisis Intervention Services for students in crisis and when appropriate, connects them to additional services.

3.D.2. – Schoolcraft welcomes all students who wish to pursue post-secondary education. The process begins with an application\* and academic placement testing for students who do not have SAT/ACT scores\*. During advising sessions, students are placed in classes that align to their proficiency levels\*. Students who fall below a threshold for a particular mathematics, English, or natural science course, have different options. There are developmental courses\* available to support foundation skills, short-term boot camps,\* and tutoring sessions\*. In addition, the College offers coursework on Collegiate Skills\* and College Success\* to prepare students for college-level work. Disability Student Services is available for those who need accommodations. Approximately 700 students per year are working with this office to determine and apply reasonable accommodations that may include a note-taker, additional time on tests, and distraction-free testing environments.

3.D.3. - In 2018 the Academic Advising department\* was restructured. Because Schoolcraft understands the link between strong academic advising and student persistence and success, the college tripled (4 to 13) the amount of academic advisors on staff. Specific responsibilities include academic advising, career advising, transfer planning, degree completion planning, new student orientation, and intervention for those students on academic probation.

The Academic Advising department uses a Proactive Advising model. Proactive Advising uses a structured approach for advisors to build relationships with students in order to have an awareness of their needs and provide communication and intervention to help them persist. The advisors use a degree-planning tool called Student Planner (Ellucian) to create degree and transfer plans. The college is also exploring CRM Advise (Ellucian), which will support a case management model (assigning students to an advisor based on major) and early alert intervention and outreach. The



College also invest in Career Coach\* to help undecided students learn about occupations based on data for our local labor market.

In addition, the Veteran's Office staff understands the layers of requirements and benefits pertaining to military students and their families. They work closely with veterans to assure they have what is required to be successful in pursuing their educational goals. Since 2014, 949 veterans were assisted in some measurable way.

3.D.4. - The College invested \$10 million to upgrade technological infrastructure, one of our AQIP Action Projects\* to upgrade servers, cabling, security software and output devices, expand our WIFI capabilities, and to assist in the design of flexible classrooms. Faculty will have the opportunity to experiment with different podiums, display boards, versatile furniture, and software tools\*. Currently, we have 230 rooms classified as either classroom, lab or computer lab. 113 classrooms contain basic computer stations, projectors, white boards, and document cameras. There are 84 specialty labs and 33 computer labs. The specialty spaces include, but not limited to: welding stations, a fire tower, a cadaver room, science labs for microbiology and chemistry, and a space for the Scanning Electron Microscope. Other specialty spaces include nursing simulation lab, fine art studios, and music and theater spaces. For online offerings, the College utilizes Blackboard and has an identified support team\* to assist faculty. For areas that require off-campus clinical or fieldwork experiences, the respective departments are responsible for securing and maintaining these relationships\*.

The College is in the process of expanding our healthcare training facility\*, targeted to open in 2021, with funding through the State's Capital Outlay program\*. To meet the training demands of our workforce partners, the college is investing in a renovation of a "Manufacturing and Engineering Center\*", which will open in 2020. Faculty have been instrumental in helping design these new learning spaces.

3.D.5. – The College's research librarians are assigned to each discipline\* to assist students with their scholarly research and provide information on how to use College supported databases. Within the library, students have access to computers, databases, reference materials, books, and journals. A research librarian\* is available to assist students and faculty who want to learn more formally about research and library techniques.

3.E.1. - Co-curricular programs enhance the College's mission by providing opportunities for transformational learning in areas such as leadership and service learning. For example, Phi Theta Kappa\* (the largest student organization on campus) sponsors blood drives, fundraising campaigns for community organizations, and civic engagement activities, such as voter registration. Student leaders participate in specific training activities as they enhance their leadership and teamwork skills through holding office in campus clubs and organizations, or working on the award-winning student newspaper, the *Schoolcraft Connection*. In addition, other co-curricular offerings include tutoring\*, PAL\* (peer-assisted learning), Writing Studio\*, work on campus\*, and becoming a College Ambassador\*. Currently there are 30 clubs\* and academic clubs, such as Math and Physics\*, Pageturners\*, and Philosophy, are sponsored by faculty.

3.E.2.- Co-curricular programs enhance the College's mission extending opportunities to participate in events like Detroit Economic Club luncheons\*, industry-sponsored workshops, and speaker's events with educational experts\*. Cultural events\*, the annual multicultural fair\*, Navratri Garba celebration\*, and opportunities hosted by the Native American Club\*, are also available. Students in the Schoolcraft Scholars (Honors) program\* and Pi Theta Kappa\* are required to participate in service projects or activities that contribute to a culture of community engagement. Other opportunities that support a culture of student engagement beyond the classroom include, the Mentoring Bridge Program\* (STARS-

Scholars Taking Off Academically and Rising to Success), the award-winning student newspaper Schoolcraft Connection\*, and a variety of clubs and organizations\*. In addition, students have an opportunity to work on campus, volunteer to work in the College's food pantry\* and attend diverse group activities presented by various clubs, International\*, African American\* and Veterans\*, for example. Each of these co-curricular programs reinforce the institutional outcomes, Core Abilities, as well as engage students in the co-curricular Program Outcomes defined in the Eight Dimensions of Wellness.

#### **Criterion 4: Teaching and Learning: Evaluation and Improvement**

4.A. The institution demonstrates responsibility for its education programs.

4.A.1. - Schoolcraft College faculty, with administrative support, conduct comprehensive program reviews\* to evaluate efficacy and to target areas for improvement. Annual reviews are performed on a rotating basis to ensure that each program is assessed at least every five years. In recent years, the process was enhanced\* to centralize the various direct, indirect, qualitative and quantitative components that were occurring separately. This work is still in development to scale the initiative to all of the College's programs. The quantitative component consists of data elements that provide faculty and administrators with a holistic and longitudinal view of their programs.

Faculty and administrators analyze trended data (four years) in order to evaluate program health in the following categories: program enrollment; credential attainment; job placement, transfers and military service; and time to completion. Additionally, a review is conducted on performance of Perkins Core Indicators\*, which includes the following: industry recognized technical skill assessments; credentials; retention and transfer; job placement; enrollment; and credential attainment of underrepresented gender groups – each compared to the overall college performance and the state's expected level. Finally, instructional effectiveness is measured using multiple measures that compare program performance with college-wide performance and community college peers nationwide.\*

For the qualitative component, faculty created standardized rubrics for the Core Abilities, to review and score student artifacts. Faculty in general education and occupational programs utilize the same process to understand students' proficiency over these outcomes; however, they have flexibility to select artifacts best suited to their specific disciplines. While the State of Michigan does not require liberal arts and transfer programs to undergo formal reviews, Schoolcraft performed an extensive Liberal Arts Program Review in 2013\* and again in 2018\* to obtain a thorough, quantitative analysis of performance. The report included metrics detailing enrollment, financial aid, awards conferred, subsequent course enrollment patterns, employment data, retention, developmental education, applied-to-enrolled conversion by zip code, top transfer institutions, and instructional effectiveness scores from the Noel-Levitz Student Satisfaction Inventory.

4.A.2. – The Registrar is the gatekeeper who ensures transcribed credit is awarded according to the guidelines in College Procedure 2210.5 (Transfer, Prior Learning and Equivalency Credit). Schoolcraft is a member of the Michigan Community College Association (MCCA) which maintains the Michigan Transfer Network\* (MTN). The MTN is a collaborative website where two and four-year institutions maintain a database of catalogs and how courses transfer in and out of the college. Schoolcraft also participated in the Michigan Transfer Pathways initiative, sponsored by the MCCA and public and private university partners. The initiative established a block of general education courses that would transfer to participating partners.

Schoolcraft also accepts College Level Examination Program (CLEP)\* credit; faculty determined threshold scores for the applicable classes. Students interested in obtaining transfer credit for prior learning, must produce a portfolio to demonstrate their proficiency in course competencies; faculty review the portfolio to determine if credit is awarded. While occupational programs use the same approach, faculty also

evaluate certifications, work experiences, and licenses the individual may hold. In addition, the College also transcripts credit for specific courses through established articulation agreements\*.

4.A.3. – All transcribed credit occurs through the Registrar’s office according to the guidelines defined in College Procedure 2210.5 , Transfer, Prior Learning and Equivalency Credit.

4.A.4. - The College’s Curriculum handbook\* outlines the process faculty follow for curriculum development and the faculty contract\* defines faculty responsibility related to the academic offerings of the College. The process of curriculum development begins with the end in mind by first determining program outcomes.\* Then faculty identify the existing and new courses that will be required. As this process unfolds, the pre-requisite skills required to progress through subsequent courses are determined and curriculum maps\* are developed to align instruction with learning outcomes, within a program. A Common syllabus\* is developed or edited for each course. This then becomes the foundational syllabus for all sections offered at the College, regardless of the modality. To ensure adherence to the common syllabus, the Online Instruction Committee\* evaluates all courses before being offered. During course development, the faculty developer works with their department chair or department representative and instructional administrator to determine what academic credentials, work experience or licenses are required to teach the course (minimum competencies). All courses offered at Schoolcraft are taught by College faculty, regardless of modality or the type of student enrolled.

4.A.5. - The College maintains membership and is in good standing with the following specialized accreditations:

- The American Culinary Federation Education Foundation (ACFEF)- Culinary Arts
- The Michigan Department of Education as a Michigan Alternate Route to Interim Teacher Certification (MARITC) Program - Alternate Route to Teacher Certification (ARC)
- The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) - Health Information Technology
- The National Certification Board of Therapeutic Massage and Bodywork Assigned Program Massage - Massage Therapy
- The Commission on Accreditation of Allied Health Education Programs (CAAHEP) - Medical Assisting
- The Michigan Board of Nursing & the Accreditation Commission for Education in Nursing (ACEN) - Nursing
- The Michigan Department of Health & Human Services Bureau of EMS, Trauma, and Preparedness, EMS Section & the Commission on Accreditation of Allied Health Education Programs - Emergency Medical Technology: Paramedic
- Academy candidates are certified by the Michigan Commission on Law Enforcement Standards (MCOLES) - Criminal Justice
- The Michigan Office of Fire Fighter Training Fire Technology - Fire Fighter 1 and 2
- The National Association for the Education of Young Children (NAEYC) - The Children’s Center
- American Welding Society (AWS) recognizes Schoolcraft College as a certified testing center.

4.A.6. - Schoolcraft evaluates the extent to which the College is meeting the needs of graduates and transfers by an annual analysis of graduation rates, transfer-out rates, performance at transfer institutions, job placement, and employer satisfaction with Schoolcraft graduates’ performance. One of the College’s key performance indicators\* measures “success rates,” which includes the graduation rate plus the on-time transfer-out rate (within 150% of normal time). The graduation rate has remained relatively flat over the last several years and is below the national average. As part of the strategic planning process, evaluation of this data led college leadership to create a strategic objective to

address this trend. Schoolcraft's on-time transfer-out rate (34%) is higher than that of most of our Michigan community college peers' (25%). Data from the National Community College Benchmark project\*(Fall 2014 cohort) reveals that the percentage of our full-time students who transfer to four-year universities within three years of beginning their studies at Schoolcraft is in the 85th percentile among our national community college peers.

Because transfer is central to our mission, it is important to examine students' success once they transfer to a university. Annual analysis of the State of Michigan's longitudinal data system\* indicates that 82% or more (the number varies by institution attended) earn GPAs of 2.0 or higher at the end of their first semester after transferring. Compared to a group of five Michigan community college peers, Schoolcraft students' transfer GPAs exceed the average of our local peer group for all but one of the seven transfer destinations studied.

Graduates job placement is measured using the annual graduate survey\* and reported College wide as one of the key performance indicators. Of the 388 employed graduates who responded to the 2017-2018 survey, 64% were working in a field directly or somewhat related to their area of study within six months of graduation. They self-reported an annual median salary (in a full-time, directly related job) of \$52,000. Of the 26 employers who responded to a survey\*, 100% were satisfied with Schoolcraft graduates' performance in the workplace.

#### **4.B. – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

4.B.1. – In 2007, faculty established Schoolcraft's institutional outcomes called Core Abilities, Policy 1020\* (Core Abilities and General Education). The faculty reviewed and recertified these outcomes in 2016\*. As new programs are developed\*, faculty create an Exit Learning Outcome Matrix\* (ELOM). The ELOM is a comprehensive document that denotes where in the curriculum students learn and demonstrate the requisite skills associated with Core Ability proficiencies. Every academic year, two Core Abilities\* are chosen for institutional assessment by a faculty Core Ability team. Collected student artifacts are analyzed according to pre-defined rubrics\* by the Faculty Core Ability Team. Summative reports\* are prepared, disseminated, and discussed.

4.B.2. – The curriculum development process\* includes determining program, certificate, and course level outcomes. The faculty member responsible for the development of the curricular product, with assistance from curriculum designers and an instructional administrator, select Core Ability(ies), establish outcomes, and define assessment methodologies. Assessments may be prescriptive or more generic; examples include: attend a play and analyze the production, "complete a project or paper or presentation that analyzes critical research...", or earn an 80% on a written and practical final exam. Each course Common Syllabus\* documents this work. Faculty determined program outcomes and required assessments to demonstrate proficiency levels towards these defined outcomes in the chosen program of study\*. For additional program outcome assessment, refer to 4.A.1.

As noted in 4.B.1., Institutional Assessment (Core Abilities), is driven by Core Ability faculty leaders who work with their teams to design and refine rubrics\* and evaluate student artifacts. Core Ability assessment results are monitored as one of our KPIs\*.

Co-curricular learning is an integral part of the Schoolcraft College campus life where co-curricular activities address the eight dimensions of wellness. While co-curricular programming has historically been evaluated in terms of satisfaction and attendance, these assessment activities are now expanding to incorporate the institutions' Core Abilities. The Co-Curricular Assessment Team leading this initiative has representatives from curriculum and design, faculty, student activities, and learning support services. This initiative piloted co-curricular learning outcomes assessment (Core Ability "Communicate



Effectively”) within the following programs: Peer Assisted Learning (PAL)\*, S.T.A.R.S. Mentoring\*, and the Writing Support Studio\*. With a convenience sample\*, 40 artifacts were examined using the requisite rubric which resulted in 39 artifacts receiving a “Met” score, translating to a 98% student success rate. Once the pilot study is completed the committee will analyze the findings and finalize the co-curricular assessment plan.

4.B.3. – Data from KPIs\*, Institutional (Core Ability) Assessment and faculty evaluations provide the foundation for faculty professional development offerings\* and revisions of curricular offerings\*. Recent related achievements include the creation of an assessment central sharing site\*, sharing strategies to work with a diverse student population, and focused sessions on how to develop authentic assessments. In addition, success rates are a variable used in the decision making process for the re-developing of online courses. For example, the success rates for Math 047 online offerings were lower than desired and the decision was made to not offer the course online until major revisions were completed to insert specific course design elements. As a result, success rates improved by approximately 15%. This Fall, Operations, Curriculum and Assessment personnel will survey\* faculty to understand out how their courses were improved after reviewing the institutional assessment data and to identify other development activities of interest.

4.B.4. - Institutional Assessment established by faculty defines the broad outcomes or skills that every graduate of Schoolcraft College with an Associate or Bachelor degree is expected to achieve. These skills are important in every area of learning and are the skills employers and other stakeholders indicate are essential in any work situation in any industry. Schoolcraft College requires candidates for all Associate’s and Bachelor degrees to demonstrate competency in the eight Core Abilities\*.

Our curriculum development process\* is based on a performance based learning model. Bloom’s Taxonomy is used to assure there are defined levels of learning as program courses are developed. Once faculty define course competencies, they then establish course assessments that aim to measure students’ proficiency. These assessment strategies can be formative for diagnostic purposes or summative to evaluate students’ level of learning. Our program outcome assessment process utilizes quantitative and qualitative measures as described in 4.A.1. Faculty, administrators, institutional research personnel, advisory boards and workforce and university partners are involved within this process.

**4.C. – The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.**

4.C.1. – The College utilizes the National Community College Benchmark Project data for the key performance indicators (KPIs) used to monitor overall student persistence (Fall-to-Winter) and retention (Fall-to-Fall) rates. While the College tends to perform similarly to the national average for these measures, five-year trend data reveals that these scores have remained either flat or decreased in recent years. As such, these measures are targeted for improvement in the College’s strategic objective to increase students’ and stakeholders’ achievement in these areas. The College’s immediate, short-term goal is to perform on-par with the national average of 72% for the Fall-to-Winter persistence rate and 49% for the Fall-to-Fall retention rate. This target will be reviewed annually as part of the KPI process\*.

Likewise, the College’s graduation rate declined for the 2012 student cohort (14% graduation rate and 30% transfer-out rate). Trend data demonstrates that performance has improved for the most recent cohorts, particularly the 2015 cohort (20% graduation rate and 31% transfer-out rate). However, Schoolcraft and nearly all the community colleges in Michigan fall short of the national community college graduation rate (28%). Schoolcraft’s goal is to increase the graduate rate to match that of the national average.

4.C.2. - Data on enrollment, retention, and persistence is collected and analyzed at the individual, department, and institutional levels. Academic and student service administrators and the Faculty Forum president, receive daily registration reports\* benchmarked against last year's numbers. Academic departments utilize Tableau (data analysis software) to evaluate enrollment patterns as schedules are built. Faculty monitor enrollment in their courses and programs. Learning Support Services collects data on students who access their services to evaluate the impact they have on student success. As an example, the National Community College Benchmark Project\* on retention led to setting retention goals and the implementation of retention alerting software. Since 2015, 5,136 students received outreach and intervention services through the Early Alert Program. To improve student response rates, text messaging was added in 2018-2019 academic year as a tool to communicate with students. The Records Office gathers data and communicates with students who are close to completing their certificates or degrees to encourage completion. Through the strategic planning process, institutional work focuses on initiatives that use persistence, retention, and success KPIs\*. For example, the Vice President of Student Services established the 4DX Team\* (a strategy execution framework based on the principles of focus, leverage, engagement, and accountability) which evaluates enrollment, retention and persistence data on a weekly basis. Improvement strategies are developed through this process. The Strategic Enrollment Team Steering Team receives annual reports\* from the Data Team\* to analyze and determine initiatives for the upcoming year.

4.C.3. – The 4DX team, in half-hour meetings\* each week, focuses on our “wildly important goal”: enrollment. The team reviews progress toward goals, shares the activities that occurred towards the goals, and defines action plans for the upcoming week. Since November 2018 work began to improve Winter 2019 enrollment. Despite enrollment declines in the past two Winter semesters of roughly 6-8%, Winter 2019 declined to a lesser extent (3%). The team's efforts also resulted in an increase of 1% for Summer 2019. Another initiative launched was a “nudging” program\* that sends students text-based “nudges” that suggest courses of action for student success. The program started with new students in Winter 2019 where 430 “nudges” were sent and 250 (possibly duplicated head count) students\* enrolled in subsequent semesters. In 2015 a student retention alerting system\* was deployed, to provide assistance to struggling students, 5,136 students have been served to-date. In 2016 the advising office launched the “Know your Number” campaign\* (increasing students' awareness of their total number of credits earned). One hundred and seventy nine (179) students participated in program activities and 11 students met with an advisor as a result. The Records Office analyzes students' transcripts to determine how close they are to completing a certificate or degree. A communication plan\* was implemented to encourage students to meet with advisors to complete their educational program.

4.C.4. – The College collects and calculates multiple measures to understand student retention, persistence, and completion. Schoolcraft participates in national benchmarking, such as the IPEDS Feedback Report, to gauge the College's performance in these areas as compared to peer institutions. IPEDS graduation and transfer-out rates are included in the College's Key Performance Indicators (KPI's) and compared to the national average. Current and prospective students, along with local employers or other stakeholders may access disaggregated federal graduation rates, along with other information, via the College website. In terms of tracking retention and persistence rates, the College chose data calculated through its annual participation in the National Community College Benchmark Project as Key Performance Indicators. This source was chosen since its methodology and definitions are more inclusive and representative of our study body as opposed to the IPEDS counterpart. Much of this work begins with regular data compilation and analysis by the Research and Analytics and Retention/Student Success areas and is then discussed in cross-functional committee work (including the Strategic Enrollment Management Team). More recently, a college-wide listening/information session was held to announce the Key Performance Indicators and provide all employees with access to data deemed

mission critical for strategic planning work to improve performance on strategic objectives. Future goals including developing more specific internal targets for achievements along with development of additional “leading” indicators to fold into the College KPIs (e.g. early momentum metrics). Research and Analytics has a goal to conduct additional, more specific longitudinal analyses of disaggregated retention and persistence data, to support the strategic objectives to increase completion and retention.

#### **Criterion 5: Resources, Planning and Institutional Effectiveness**

##### **5A. – The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.**

5.A.1. – Schoolcraft has the resources necessary to meet the mission of the institution.

Fiscal – The College’s budgetary process aligns\* with Board policies\* and is balanced in revenues and expenditures at the end of each fiscal year, July 1 through June 30. Board members review budget updates at each meeting and budget managers review their respective budgets on a regular basis, assuring alignment of expenditures to what was budgeted.

Fiscal Infrastructure - The College’s Composite Financial Index (CFI) has fluctuated: in 2015 it was 2.69, 0.63 in 2016, and then 2.09 in 2017. These varying rates along with decreasing state appropriations, enrollment and tax revenue, became the catalyst for our final 2017 Financial Sustainability AQIP project\*. This project focused on preparing a ballot proposal for voters in Fall 2018 to override the Headlee amendment. In Fall 2018, the College successfully earned voters’ support\* for this proposal. The success of this initiative will result in approximately an additional \$7 million dollars per year flowing into the College for each of the next ten years.

Realizing that financial sustainability had to go beyond the traditional revenue streams, the College has launched several efforts to develop alternative revenue sources. The College developed a strategic set of projects that utilized College assets to attract business and industry partnerships. These were not only synergistic to future academic programming, internships and fieldwork for students, but also created sustainable revenue streams for the next twenty plus years. These partnerships provide recurring revenue streams of over \$1 million dollars annually, with this figure to rise to \$2 million annually by Fall of 2021. Once debt obligations are satisfied, within the next 14 years, this revenue stream will peak at \$5 million annually. In addition, current excess funds are invested in long-term market securities that have been growing at 10-12% annually. These investments are expected to generate an additional \$1.25 million annually. There are several KPIs that are monitored and benchmarked against other, similar colleges to identify improvement opportunities. These KPIs are: General Fund & Designated Fund Revenues vs. Expenditures Per FYES\*, Net Position (in millions) End of Year\*, and Cost to Produce a Quality Credit Hour\* KPIs.

In 2019, the Schoolcraft Foundation, under new leadership, increased its fund by \$1.2 million. After conducting a feasibility study, the Foundation will launch a fundraising campaign with a goal to raise \$10 million in 5 years. These funds will be targeted for special projects, to promote student engagement and learning.

Technological Infrastructure – The College, since 2015, has invested \$10 million in upgrading our technological infrastructure\*. This work included: updating technology capabilities (virtualization, student information systems, monitoring and email), cabling and software, security, and equipment upgrades (computer, storage, networking, and telephone carrier services).

Physical Infrastructure – The College manages the Livonia campus\* and two alternative sites; Radcliff Center\* and the Public Safety Training Complex\*. Within the various buildings, specialty labs are available, such as biology, writing, a fire tower, plastics, and metallurgy, along with general classrooms. The College decided to allow deferred maintenance\* to build-up as a cost containment

measure, before the ballot proposal. Since the ballot proposal passed, a deferred maintenance schedule was re-entered into the regular budget cycle to start addressing work on campus. For example, nine classrooms were upgraded from chalkboards to whiteboards, seven classrooms received new carpet, and the nursing simulation lab was upgraded to meet the increased demands for use of this space. Also, sidewalks were repaired and parking lots resurfaced.

The College was selected to receive \$10 million through the State's Capital Outlay program\* to redesign the Applied Sciences building into a health sciences learning space\*. Health Sciences faculty worked together to design highly collaborative learning spaces that allow students access to multiple health professions. Courses are targeted to be offered, in this new space, Fall 2021. The College purchased a building within the Public Safety Training Complex to house manufacturing and other applied science programs that currently reside within the Applied Sciences building. The new space is being renovated to enhance student learning opportunities in the following programs: welding, computer-aided design, plastics, metallurgy, manufacturing, and electronics.

Human Resources – Department managers continually review staffing patterns; currently there are 86 full-time faculty, 415 part-time faculty, and 399 full-time and 498 part-time non-instructional employees, according to the 2018 IPEDS HR data report. Our staff turnover is below the National Benchmark, (Departures Excluding Retirement KPI)\* except for 2016-17 when 54 employees took advantage of a “buy-out” opportunity. Since the buyout, 38 employees were hired to fill need-specific vacancies. Recently the College determined the need for additional full-time faculty; three will be joining the College during the 2019 -2020 academic year.

5.A.2. - Presently 61% of the budget\* goes towards student-facing services with 49% solely allocated to Instruction.

5.A.3. - The mission and vision are at the pinnacle of our strategic planning\* process and progress towards established goals is presented in the annual Accomplishments report\*. Examples of established goals are:

- 2017 – 2018\*
  - Resource Optimization Pillar - Develop plans, strategies infrastructure, and messaging to position the college for resource development through fundraising and possible ballot issue.
  - Students, Stakeholders and Community Economic Development Pillar - Maintain position student / customer relationships with best-in-class service.
  - Internal Processes and Systems Pillar - Develop new academic programs based on current opportunities and workforce needs.
- 2018 – 2019
  - Students, Stakeholders and Community Economic Development Pillar - Engage students in leadership and volunteer opportunities.
  - Resource Optimization Pillar – Achieve passage of November 6 ballot issue.
- 2019 – 2020
  - Students, Stakeholders and Community Economic Development Pillar – Be the provider of choice for educational offerings, economic growth and personal enrichment.
  - Resource Optimization Pillar – The College continues to be an effective steward of financial resources.
  - Internal Process and Systems Pillar – The College provides state-of-the-art learning opportunities to meet the learning needs of their stakeholders.
  - Innovation, Value, improvement and Growth Pillar – The College is focused on providing the talent and leadership to successfully carry out its mission.



5.A.4. – All employees hired must demonstrate that they have the requisite skills and abilities outlined on position descriptions\* and postings\*. The hiring manager works closely with Human Resources to define position requirements and qualifications. Once hired, these elements are included in an employee’s annual evaluation\*. Employee training begins at time of hiring where an orientation program\* is developed for the new employee. Subsequent trainings are developed through the evaluation process where professional development needs are identified.

5.A.5. – The budgeting process steps are defined in the annual Budget Calendar\*. Each September, departments submit capital budget requests for renovation, remodeling, and major maintenance to the Renovation Team\*. In December, the department Budget Tool\* is prepared which contains General, Designated, and Auxiliary Fund budget centers for the entire College. In January, the VP/CFO and the Comptroller conduct information sessions\* to all budget managers in order to develop a common understanding of the College’s current financial condition. Then budget managers create proposed departmental budgets for the next fiscal year. The Budget Committee\* forecasts future year revenues and expenditure limits which serves as the basis for the total budget. In April the final, proposed budget is presented to the Board of Trustees. After a public hearing\*, the Board votes on the proposed budget\*.

## **5.B. – The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.**

5.B.1. –The Michigan COMMUNITY COLLEGE ACT OF 1966 Act 331 of 1966, 389.14 Community college board of trustees; states: “Sec. 14. (1) A community college district is directed and governed by a board of trustees, consisting of 7 members, elected at large in the territory of the district or proposed district on a nonpartisan basis.” Board members serve at Schoolcraft College for a 6-year term with staggered term end dates to maintain Board stability. For example, one board member is in his first term while another member is in her fifth term. Board policy 1050\* outlines the responsibilities that include establishment of policies, appointment and evaluation of the president, and review and approval of the annual budget. Board meeting agendas\* and minutes\* provide evidence of their actions towards these responsibilities.

5.B.2. – Board policies are divided into five sections: District, Students, Instruction, Personnel, and Business. All policies are approved by the Board and then disseminated throughout the campus. The process\* for engaging key stakeholders within the development process is available to all College personnel.

5.B.3. – Policy and procedure development can be proposed by any College stakeholder. Proposals are sent to cabinet and, if supported, then to the Board. As noted within the faculty contract\*, faculty are responsible for all curricular matters.

## **5.C. – The institution engages in systematic and integrated planning**

5.C.1. - The stewardship of resources continues to be one of the cornerstones of the College’s strategy. 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. The Budget committee reviews funds requested through the budgeting process and ranks proposals in terms of strategic fit, importance to students, and other cost/benefit analyses. In this way, resource allocation and priority management are linked to the institution’s overarching goals. However, the College recognizes that emerging needs may arise outside of this cycle; funds are designated to pursue those needs as deemed necessary through College leadership and the Board of Trustees. Distribution of resources occurs when the budget committee analyzes stakeholder needs and projects revenue. With

these elements in mind, 61% of the budget is allocated to student-facing divisions (i.e. instruction, student services and instruction support).\*

5.C.2. - Assessments of student learning and efficacy of operations, planning, and budgeting are linked through the annual Strategic Planning Process\* using the balanced scorecard model. Key Performance Indicators\* (KPIs) were recently developed to enhance this model in order to measure the effectiveness of Schoolcraft's planning process, strategic objectives implemented, and areas most critical to fulfilling the mission. The College uses measures to monitor performance levels, and these are shared organization-wide to support collaboration and progress on organizational goals. The metrics are broad and represent all facets of the organization. Furthermore, they are aligned to the four pillars of our balanced scorecard model. An example of this alignment follows,

- KPIs - assessment of student learning, outcome achievement and satisfaction
  - Pillar-Students, Stakeholders and Community/Economic Development
- KPI on budgeting
  - Pillar – Resource Optimization
- KPIs - Planning and operations
  - Pillars - Internal Processes and Systems, Resource Optimization and Innovation, Value, Improvement and Growth

Recently the Research and Analytics department hosted college-wide information sessions\* centered on using KPIs data in the planning process and how to use these data to inform decision-making. In response to feedback from the information sessions, Research and Analytics developed and facilitated a half-day data retreat\* for college leaders. The focus was how to use data for decision-making and continuous improvement. Thirty-four college administrators participated in this interactive workshop, which featured training on a data-informed decision-making framework and quality discussions pertaining to student engagement analysis, paired with hands-on group exercises to expand on college successes using data to inform efforts and decisions. Custom tools\* and templates\* were developed for employee use to support and align the efforts of cross-functional project teams working on the college's strategic objectives. Resource allocations to support this work are described above in 5.C.1.

5.C.3. – Schoolcraft College leaders work closely\* with faculty, staff, 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. Advisory board meetings\* are held to seek feedback about how 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 are active participants in external task forces/committees\* such as, the MCCA's Michigan's transfer project and other student success related initiatives. 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 to 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. Detailed results are folded into department improvement efforts as well as other projects to achieve strategic objectives.

5.C.4. - The Finance and Business Services Office prepares a five-year revenue projection\* organized into revenue categories as well as a college-wide net income projection. Multiple versions of projections are prepared to account for different economic scenarios affected by external or internal forces. The budget committee utilizes these thorough analyses to begin budget discussions with the goal of attaining long-

term financial sustainability despite potential economic difficulties. In addition, the College annually prepares a Five-Year Capital Outlay Plan\* that contains comprehensive data related to instructional programming, staffing, enrollment, facilities assessment, and prioritized capital projects to meet forecasted needs. Several of our Key Performance Indicators\* demonstrate that our enrollment is declining, state appropriations stagnate as our tax base income remains unchanged, and our regional population is decreasing. Using these forecasts, the College focused deliberately on financial sustainability as our final AQIP Action Project.

5.C.5. - Population forecasts and potential demographic shifts (including globalization) are monitored by the Research and Analytics (RA) office and are discussed by the Strategic Enrollment Management committee as well as the Cabinet members during the strategic planning process. The RA department presented\* to approximately 300 employees (faculty and staff) across all areas of the College regarding the changing demographics, student needs, and forecasted changes in community college enrollment. One example of the College's responsiveness to changing student demographics was the creation of an International Student Center.

The Information Technology (IT) division and Distance Learning (DL) departments monitor technological changes pertaining to instruction, security, networks, infrastructure, software, hardware, etc., and incorporate large technology initiatives into the strategic plan. Within the Resource Optimization pillar of the balanced scorecard, there is an objective to strategically leverage technology\* to provide reliable tools, applications, services, and products to stakeholders. For example, the work occurring between IT and DL on the Alternative Classroom design project\*.

#### **5.D.– The institution works systematically to improve its performance.**

5.D.1. – In 2002, Schoolcraft committed to creating a culture of evidence as it established a strategic planning process.\* This process has evolved into our current strategic planning framework\* which channels the work occurring within the College. The four-pillar framework flows from the mission and includes the following pillars:

- Student, Stakeholders & Community / Economic Development
- Resource Optimization
- Internal Process and Systems
- Innovation, Value, Improvement and Growth.

In 2017-2018, 30 Key Performance Indicators\* (KPIs), aligned to this strategic planning framework were developed and represent the breadth of data the College collects on our performance. The 2019-2020 strategic planning objectives\* were designed to align to our KPIs to provide a platform for benchmarking work, and measuring progress using consistent measurement tools.

5.D.2. – Schoolcraft's participation in AQIP and the evolution of our strategic planning process\* provided a springboard for continuous quality improvement efforts and for a system to tackle large-scale improvement initiatives (strategic objectives). For example, we identified the need to strengthen our culture of evidence, to increase the use of data to inform decision-making. To accomplish this, a planning cycle, similar to the steps in the plan-do-check-act model, was adopted. The first phase of the planning process involves a review of the accomplishments made the previous year and a reflection on what work should continue, cease, scale, or decrease. Secondly, Key Performance Indicator data\* is analyzed to identify how the College is performing on areas of critical importance to fulfilling our mission and how we compare with our peers. Next, the President's Cabinet establishes strategic objectives and target performance levels, based on data, to set the long-term direction of the College.

During the third phase the College identifies strategies and tactics/projects associated with the strategic objectives. The President's Cabinet prioritizes the projects and delegates them to a project manager. As described previously, project managers received training on using data to inform their projects and operational work. Additionally, listening sessions\* were held to introduce the concept of KPI's and a culture of evidence to all College employees. Participants learned how to measure organizational health and to utilize these data to promote institutional effectiveness and student success. A similar listening session was held for the Board of Trustees. Feedback from the evaluation survey demonstrated that employees are positive regarding the strategy to make Schoolcraft more data driven.

Feedback from our systems portfolio emphasized the necessity to demonstrate how stakeholders are involved in our improvement efforts and evidence of our improvement initiatives. Schoolcraft College's balanced scorecard framework for strategic planning, modeled after the Baldrige Excellence Framework, is the overarching process for documenting evidence of institutional performance. As the strategic planning process has evolved, the culture of continuous improvement has grown. The College documents and analyzes its performance on 30 Key Performance Indicators (KPIs) that monitor performance on items critical to achieving the mission. Prior to developing the long-term direction of the College (strategic objectives), performance on the KPI's is reviewed to identify focal areas, and target performance levels. At a more granular level, operational performance is gathered and utilized for specific projects, functions, and departments and features data from multiple stakeholders. Examples of data sets used to identify areas for improvement in specific operational areas include the following: Academic Program Reviews and Core Abilities, Information Technology Customer Satisfaction Scorecard, Employee Climate Survey (employee input), Campus Climate Survey (student input), and Ruffalo Noel-Levitz Student Satisfaction Inventory.