

Schoolcraft College

HLC ID 1363

AQIP: Comprehensive Quality Review

Review Date: 11/11/2019

Dr. Conway Jeffress
President

Tom Bordenkircher
HLC Liaison

Janet Fontenot
Review Team Chair

Gary Burkholder
Federal Compliance Reviewer

Omar El-Gayar
Team Member

Vaidehi Rajagopalan
Team Member

Susan Wilde
Team Member

Diana Wisse
Team Member

Context and Nature of Review

Review Date

11/11/2019

Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)

- CQR Quality Highlights Report
- Federal Compliance 2019 - AQIP

Institutional Context

The purpose of the visit was for a peer review team to conduct a Comprehensive Quality Review which included the Federal Compliance requirements and distance learning.

Schoolcraft College, located in Livonia, Michigan, is an open-access community college serving approximately 17,500 students in credit programs and another 23,400 in continuing education classes. In addition to the Livonia

campus, the College offers classes at an additional location in Garden City and a Public Safety Training complex located near the main campus. In 2017, the student population was primarily female (53%), white (66%), enrolled part-time (72%), and 24 years of age or younger (69%).

Schoolcraft's credit programs include one applied baccalaureate degree, seven associate's degrees, four post-associate's certificates, 42 certificates, and 20 skills certificates. The College participates in 89 articulation agreements, 58 with 16 postsecondary institutions and 31 with 10 secondary education institutions. Schoolcraft also participates in the statewide Michigan Transfer Agreement (MTA) which facilitates the alignment and transferability of General Education requirements for participating institutions. Flexibility in class scheduling is offered through day and evening sessions in 15-week, 12-week, 7-week, and 5-week formats. Additionally, a variety of modalities is available as classes are offered in the traditional lecture and lab sessions as well as completely online, hybrid, and Open Entry/Open Exit.

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." Schoolcraft identifies itself as "a hub for intellectual and cultural growth and an economic engine for the region."

Interactions with Constituencies

Session 1: Introductory Meeting

President

Session 2: Overview of Mission, Vision, and Values – Criteria One and Two

President

VP and Chief Financial Officer

VP and Chief Student Affairs Officer

VP and Chief Academic Officer (ALO)

VP and Chief Information Officer

Executive Director of Human Resources (retired)

Session 3A: Focus Area: Assessment of Student Learning – Criteria Three and Four

VP and Chief Student Affairs Officer

VP and Chief Academic Officer (ALO)

Associate Dean of Retention and Student Success

Dean of Liberal Arts and Sciences

Dean of Occupational Programs and Economic Development

Dean of Distance Learning and Faculty Development

Director of Student Activities

Librarian

Associate Dean of Operations, Curriculum and Assessment

Faculty (14)

Session 3B: Focus Area: Planning and Leading – Criteria One and Five

Director of Instructional Services, Garden City Schools

Chairperson of Southeast Michigan Community Alliance's (SEMCA) Workforce Development Board

Alpha USA Representative

President, Livonia Chamber of Commerce

Business Development Manager, Wayne County Economic Development Department

Manager of Workforce Development and Career Counseling, Wayne County
CEO, Southeast Michigan Community Alliance (SEMCA)
Career and Technical Education Consultant, Wayne RESA
Owner, Express Employment Professionals
Director of Educational Outreach and Transfer Initiatives, Wayne State University
Workforce Programs Manager Southeast Michigan Community Alliance (SEMCA)
VP and Chief Financial Officer
Executive Director of Facilities Operations
Executive Director of Human Resources (retired)
Dean of Students
Director of Research and Analytics
VP and Chief Information Officer
Dean of Enrollment Services

Session 4: Open Forum with Students - Student Survey Results

Students (26)

Session 5: Open Forum with Faculty – Criteria One, Three, Four, and Five

Faculty (21)

Session 6A: Focus Area: Retention, Persistence, and Completion – Criterion Three

Assistant Director of the Veterans Resource Center
Director of Testing Services
VP and Chief Student Affairs Officer
Associate Dean of Advising and Partnerships
Director of Admissions
Faculty (4)
Associate Dean of Retention and Student Success
Librarian

Session 6B: Federal Compliance

Benefits Manager
VP and Chief Financial Officer
Director of Financial Aid
Dean, Distance Learning and Professional Development

Session 7: Campus Tour

Dean of Liberal Arts and Sciences
Dean of Occupational Programs and Economic Development

Session 8: Role of the Board – Criteria One and Five

Chairman of the Board of Trustees
Secretary of the Board of Trustees
Treasurer of the Board of Trustees
Trustees (2)

Session 9: Open Forum with Staff – Criteria Two, Three, and Five

Staff (30)

Session 10A: Focus Area: Distance Learning – Criteria Three and Four

Instructional Designer
Director of Testing Services
Associate Dean of Retention and Student Success
Course Manager
Assistant Director of Learning Support Services
Dean of Distance Learning and Faculty Development
Help Support Specialist
Faculty (6)

Session 10B: Focus Area: Commitment to AQIP, Review of Action Projects, Strategic Challenges and Levels of Maturity

President
VP and Chief Financial Officer
VP and Chief Student Affairs Officer
VP and Chief Academic Officer (ALO)
VP and Chief Information Officer
Executive Director of Human Resources (retired)
Director of Research and Analytics
Faculty Forum President – Professor, Political Science/History

Session 11: Exit Interview

President
VP and Chief Financial Officer
VP and Chief Student Affairs Officer
VP and Chief Academic Officer (ALO)
VP and Chief Information Officer
Executive Director of Human Resources (retired)
Faculty Forum President – Professor, Political Science/History
President, Schoolcraft College Association of Office Professionals
President, Schoolcraft College Support Personnel Association /MEA/NEA

Additional Documents

Documents Reviewed:

2018 Campus Climate Research
2016-2017 Annual Report – Looking to the Future
Michigan Transfer Agreement Requirements: 2019-2020
Institutional Status and Requirements Report
Financial Indicators Letter (6/27/2019)
Global Endorsement Brochure
Third-Party Comments (10/14/2019)
Schoolcraft College 2018-19 Accomplishments Report
Schoolcraft College 2017-18 Accomplishments Report
Board of Trustees Meeting Minutes (9/17/2019, 11/14/18, 12/5/2018, 5/22/2019)

Board of Trustees Agenda and Minutes (10/23/2019)
Board of Trustees Agenda (8/28/2019)
Data Bites (March 2018)
International Agenda: Magazine of the Schoolcraft College International Institute (SCII), Volume 18, Number 2, Fall 2019
Future Skills: Preparing for the Changing World of Work (July 2019)
Data Powered + People Driven Guidebook
2021 Capital Outlay Report
2020 Capital Outlay Report
2019 Capital Outlay Report
2017 Capital Outlay Report
Budget Calendar
Budget Tool – Budget Manager Request Forms
Five Year Revenue Projection (Included in the Proposed General Fund Budget for FY19-20 & FY20-21)
June 30, 2018 Comparison of Budgeted and Actual Revenue, Expenditures, and Transfers
Proposed General Fund Budget March 2018
Michigan Open Meetings Act 267
Orientation Checklist
2017-2018 Strategic Framework
2018-2019 Strategic Framework
2019-2020 Strategic Framework
Key Performance Indicators
General Fund Budget 2018-2019
General Fund Budget 2019-2020
2018 Employee Handbook
Data Listening Session Recording
Action Plan Deployment document
Board Policies and Procedures:
 5110.1 Purchasing Procedure
 4010 Faculty Forum Agreement
 4030 Schoolcraft College Association of Office Personnel
 4040 Support Personnel Agreement
 1050 Bylaws of the Board of Trustees
 2011 Regulations Governing Students
Agreement Between the Board of Trustees of Schoolcraft College and the Faculty Forum of Schoolcraft College (August 2018 – August 2021)
Student Handbook
Action Project Declaration – Financial Sustainability
Action Project – IT Infrastructure Modernization and Information Security Upgrades
Concluding Report – IT Infrastructure Modernization and Information Security Upgrades
2018 IPEDS
Board Brief – CAD Mechanical Design AAS
Welcome Back Presentation
Technology Alert Newsletters
Curriculum Handbook
Schoolcraft College Faculty Evaluation Handbook
Co-curriculum Meeting Notes (4/25/2019, 5/14/2019, 9/5/2019)
Graduate Follow-up Survey 2017-2018
Graduate Profile

Schoolcraft College Graduation Rates by Student Subgroup – Fall 2011 Cohort Report
Reliability Assessment test for the co-curricular pilot program: core ability – communicate effectively (Oct. 2019)
Annual Assessment of the Core abilities 2017 and Core ability Cycle – updated 2017
CA fall 2018 Act Responsibly
Co-Curricular Assessment Pilot ELOM

Websites Accessed:

www.schoolcraft.edu
www.schoolcraft.edu/consumer-information
www.schoolcraft.edu/distance-learning/online-courses/Michagan-colleges-online
[www.schoolcraft.edu/distance-learning/open-entry-open-exit-courses/open-educational-resources-\(oer\)](http://www.schoolcraft.edu/distance-learning/open-entry-open-exit-courses/open-educational-resources-(oer))
www.schoolcraft.edu/schoolcraft-to-u/schoolcraft-to-u
www.schoolcraft.edu/careerservices
www.schoolcraft.edu/scii/international-institute
www.SCFacultyCafe.org
www.Schoolcraft.edu/scaware/sc-aware
www.jobs.schoolcraft.edu
www.schoolcraft.edu/academics/general-education-requirements-and-core-abilities
www.schoolcraft.edu/accreditation/accredited-programs
www.schoolcraft.edu/budget/budget-and-transparency
www.schoolcraft.edu/about-schoolcraft/mission-and-vision
www.schoolcraft.edu/service-learning/

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The current mission, vision, and values were adopted by the Board in 2002 after going through a development process that included 100 administrators, faculty and staff members. Since then, the mission and vision were revised and approved four times by the cabinet and the Board. No evidence of direct involvement of students and other stakeholders in the process was provided. Overall, while ideally the College could benefit from the involvement of other stakeholders, the process for the revision of the development of the mission statement is suited for the nature and culture of the institution.

The mission and vision guide the development of all new academic programs. The College uses a product development process to standardize these efforts. Board Policy 1050 requires all new credit certificates, degrees, and programs be approved by the Board. There are a number of student support services that further demonstrates the alignment with the stated mission including the Peer-Assisted Learning program (PAL), the Hinkle Center, the Veterans Resource Center, the Crisis Intervention Support Service, and the Disability Support Service.

The strategic planning process framework has the mission statement at its core and is used to guide resource allocations. A budget committee manages the process for reviewing requests through the institution's budgeting process to ensure alignment with strategic objectives.

Interim Monitoring (if applicable)

NA

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The College's mission, vision, core purpose and values are publicly communicated through the College's website, printed materials, Annual Accomplishments Report, 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.

The current mission, vision, and values were adopted by the Board in 2002. Since then, the mission and vision were revised and approved four times by the cabinet and the board.

The mission and vision statements depict the emphasis on instruction and economic development as well as the nature, scope and intended constituents as evidenced by the mission statement "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." In essence, the mission statement identifies the institution as a comprehensive, open-door, community-based college.

Interim Monitoring (if applicable)

NA

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

Schoolcraft's core documents (mission, vision, values) suggest that the College understands the relationship between its mission and the diversity of society as appropriate for the constituencies it serves. One of its Core Values states, "We value diversity in our students, staff, and programing." Students are required to meet the Core Ability identified in Policy 1020, Core Abilities and General Education, to demonstrate social and cultural awareness. Core Abilities are embedded across each program and assessed on a regular cycle as part of the College's assessment efforts.

The College supports diversity through varied programming and participation in external groups. The Schoolcraft College International Institute (SCII), a faculty-driven organization, offers numerous multicultural activities such as Global Roundtables, the Multicultural Fair, and a Focus Series which are events held to explore an issue with a global effect. The SCII also produces the International Agenda newsletter. Students have the opportunity to earn a Global Endorsement as part of their degree by completing a minimum of 15 credit hours of classes designated as International. The GlobalEYEzres, a group affiliated with SCII, meets regularly to lead discussions on international/intercultural issues for both students and faculty. Student activities to support diversity include: the Asian Student Association, Christian Challenge, the International Student Organization, and the Native American Club.

A review of the College's 2018 student and employee demographic profile suggested a decrease in diversity within each demographic group as compared to the 2013 profile. This review led to the creation of a Cultural Awareness Committee to explore opportunities for diversifying Schoolcraft's workforce.

Conversations with students during the CQR visit confirmed the College's commitment to diversity. Students reported that the College offers opportunities for experiences that expand beyond the classroom and help prepare them for society. The majority of students in attendance at the focus session reported they have participated in one or more activities.

Interim Monitoring (if applicable)

NA

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

The College's strategic planning process framework and budget planning cycles align actions and decisions of the institution with the stated mission. AQIP action plans and division action plans further articulate this commitment.

The College's Values statements and Core Purpose statement articulate the institution's commitment to students, stakeholders, and community.

Overall, the College demonstrated commitment to the public good as evidenced by:

- The College's Core Value, "To increase the intellectual and economic capacity of the individuals, corporations and communities it serves."
- A Resolution to the Board that certifies to the state budget director that the College has met 4 out of 5 best practices listed in each of the three categories. The Resolution provides specifics as to how the College meets each best practice measure within each category. The categories are Category A: Economic Development & Business or Industry Partnerships, Category B: Educational Partnerships, and Category C: Community Services.
- Ratings from the EPIC-MRA Community Perception Survey, 2015 & 2017 where the College outperformed other educational institutions in the region.
- Ranking second (to the University of Michigan) in the aforementioned survey with respect to 'First Mention'.
- Engaging external constituencies and communities of interest, e.g., the I-275 Industrial Council and the Workforce Intelligence Network. External constituencies and communities of interests are diversified including the Department of Economic Development for Wayne County, Livonia Chamber of Commerce, Southeast Michigan Community Alliance, Wayne State University, and the Garden City School District.
- Engaging of faculty, staff, and student in the community via Service Learning programs.

Interim Monitoring (if applicable)

NA

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

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 broad and inclusive of all its students' aspirations and articulates its fundamental purpose. The College's Values statements and Core Purpose statement articulate the institution's commitment to students, stakeholders, and community.

The mission and vision guide the development of all new academic programs. There are a number of student support services that further demonstrates the alignment with the stated mission. The College's mission, vision, core purpose and values are publicly communicated through the College's website and printed materials. The College demonstrated commitment to the public good by proactively responding to its stakeholder needs via a multitude of programmatic and service offerings. The MRA Community Perception Survey, 2015 & 2017 indicate that the College has outperformed other educational institutions in the region. The College's commitment to diversity is evident by the Schoolcraft College International Institute (SCII) and the numerous student organizations available on campus.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

State legislation, the 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. Trustees have reviewed and passed several policy and procedures that ensure adherence to a code of ethics, preserve independence from conflict of interest, prohibit nepotism, outline whistleblower procedures, and prohibit employment by the College immediately after serving as a Trustee. The College President is hired by the Board, and in accordance with Policy 1050, Bylaws of the Board of Trustees, is assigned the responsibility of the day-to-day operation of the College.

The Human Resources department maintains the Employee Handbook that documents legal practices, workplace expectations, and other ethical practices. The Board policies and procedures 5000-series addresses business transactions and purchasing standards. PA 196 of the 2014 Michigan Budget and Performance Transparency requirements also applies to the College. The College's finances are audited each year in compliance with state requirements.

Interim Monitoring (if applicable)

NA

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Schoolcraft's mission, vision, core purpose, and values are publicly communicated through the College's website, printed materials and posted on plaques around campus. The institution communicates these values publicly through community outlets, such as the website, printed materials, media interviews and coverage, as well as community events and presentations. The College is bound by the State of Michigan Budget and Performance Transparency Reporting requirements and by institutional and specialized accrediting bodies.

Overall, the College presents itself clearly and completely to students and the public in multiple formats including the website and numerous forms of social media as evidenced by:

- An academic catalog that includes program requirements for all degree levels.
- Course schedules for all degree levels offered.
- A list of all tuition and fees and a net price calculator.
- A public list of all accreditations.
- A student handbook.
- A department directory.

The federally mandated Consumer and Campus Crime information is easily accessible on the website.

Interim Monitoring (if applicable)

NA

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

State legislation provides the legal framework under which the College operates; outlines that the Board of Trustees maintains primary fiduciary accountability for the College; and establishes policies and procedures that govern tuition rates and fees, voter approved millage, contracts and labor agreements, and changes in certificates and programs. The Board's fiduciary role is documented in Board Policy 1050 Bylaws of the Board of Trustees.

The College's Board holds monthly public meetings. The President is required to provide monthly reports to the Board. Policy 1050, authorizes the Board to delegate responsibility to the President to carry out the policies, procedures, and day-to-day administration of the institution, and Policy 1070.5 General Responsibility for the Campus authorizes the President to delegate to others. Conversations with members of the Board of Trustees during the CQR visit confirmed the President has been entrusted with responsibility for the day-to-day operation of the College and keeps the Board apprised of all activities. Faculty provide oversight on all academic matters through the Curriculum Committee and other related committees and processes. Article VIII, Section 1 of the current Agreement between the Board of Trustees of Schoolcraft College District and the Faculty Forum of Schoolcraft College outlines the responsibilities and composition of the Curriculum Committee.

Interim Monitoring (if applicable)

NA

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

Schoolcraft College is committed to freedom of expression and the pursuit of truth and learning for both students and faculty as articulated in Board Policy 1062 and Board Procedure 1062.1, Free Speech, Expressive Activity and Public Forum. The policy allows the College to regulate crimes or expressions directed toward students that have the intent or effect of reasonably denying a student's participation in the educational process. This regulation of crimes or expressions must conform to the requirements of the First Amendment of the United States Constitution and of Section 5 of Article 1 of the Michigan Constitution.

According to the faculty contract (Article III, Section 1), instructors are 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. Student rights are communicated in the Student Handbook in the section titled, "Student Rights and Responsibilities."

Interim Monitoring (if applicable)

NA

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Schoolcraft has clear and documented policies and procedures relating to academic honesty and ethical use of information resources. Board Policy 2011, Regulations Governing Students, outlines expectations for academic honesty and details of possible sanctions. Students are offered ethical use of information guidance through multiple options such as required orientation sessions, the College's student success course, the Student Handbook, and through documentation on course syllabi. Additional information is available through the Learning Center. The Colleges employs online tools such as Safe Assign to monitor compliance with academic honesty and integrity policies.

Given the mission of the College, Schoolcraft does not have an Institution Review Board (IRB). However, the College has a process for processing outside research requests which is administered through the department of Research and Analytics. All College employees are governed by Policy 3112, Use of Copyrighted Materials. As stated in the policy, employees who violate the policy are subject to disciplinary action.

Interim Monitoring (if applicable)

NA

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

The evidences for the core components in this criterion are clear and well presented. The College acts with integrity; its conduct is ethical and responsible as noted through the examples provided during interactions with Board members, faculty, staff, and students during the visit.

The Michigan Community Act of 1966 provides the legal framework under which the College operates. Appropriate policies and procedures are in place to guide operations of the College with integrity in its financial, academic, personnel, and auxiliary functions. The College's publicly elected Board of Trustees maintains primary fiduciary accountability for the College. The College presents itself clearly and completely via community outlets, such as the website, printed materials, media interviews and coverage, as well as community events and presentations. The College enforces policies related to academic integrity as outlined in its copyright policy and student code of conduct requirements.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

Schoolcraft's credit program offerings include one applied baccalaureate degree, seven associate's degrees, four post-associate's certificates, 42 certificates, and 20 skills certificates. The College participates in the statewide Michigan Transfer Agreement (MTA) which facilitates the alignment and transferability of General Education requirements for participating institutions. According to the College's website, 11 programs also maintain specialized accreditation appropriate to their respective fields. These relationships ensure the programs are relevant and maintain the quality standards established by the profession.

Twenty-nine programs have advisory committees comprised of representatives from local secondary institutions, college personnel, and community members to assist in maintaining relevancy of the curricula. Schoolcraft uses feedback from these committees to inform curricular changes and, during the CQR visit, faculty repeatedly reported on the benefits derived from the relationships that are established through these groups. These often include opportunities for internships and hands-on-experience for students. A review of meeting minutes for a sample of the programs provided evidence of advisory committee activities.

Schoolcraft College has identified a General Education curriculum that is required for all students pursuing a degree. The General Education curriculum for an associate degree consists of English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences. The College participates in the Michigan Transfer Agreement (MTA) to assist students who wish to transfer to a MTA participating four-year college or university and there is an alignment between Schoolcraft's General Educational requirements and MTA requirements. In addition, the College has established

eight Core Ability requirements to represent the broad outcomes or skills that every degree seeking student is expected to achieve. These are integrated into all associates' and bachelor's degree programs curricula. At least one Core Ability is addressed and assessed in every course.

Discussions with faculty during the visit provided examples of how rubrics are used to assess student learning and expressed strong support for the process which includes feedback and training for faculty. English faculty noted that the use of two reviewers for each artifact was beneficial in the identification of appropriate assessment tools. Course success rates are monitored for all classes regardless of delivery mode and issues are reported to the Dean as necessary. Faculty reported that students taking the same assessment scored equally well regardless of the delivery mode of the class. Conversations with faculty confirmed that while assessment results are being used to inform improvements, anecdotal information is still being used as well. Access to additional reports which include course success rates disaggregated by student demographics, may be beneficial as the College moves forward in its assessment efforts.

A review of course syllabi by the Federal Compliance reviewer and the CQR team found consistency of learning outcome goals for all courses. The sample included course sections offered with multiple modalities and variance in course length. Schoolcraft utilizes a master course syllabus for each course and faculty are provided guidance on its use, including acceptable modifications, through the Curriculum Handbook.

Schoolcraft College is approved by the HLC to offer distance learning programs. The Dean of Distance Learning confirmed that the College had 9 programs, 2 certificates and 115 online courses with 320 sections online. Both full-time and part-time faculty members are required to complete credentialing courses before they can teach online. The College offers flexibility in course duration and format including totally online, Hybrid and Open entry and Open exit (OE/OE) courses. The OE/OE courses are self-paced allowing students to have greater control over their learning schedule. They can start the course anytime and finish anytime within the semester that it is offered. Due to low enrollment the four courses that are currently offered in the OE/OE format are being gradually discontinued. Schoolcraft has established course review guidelines and all courses are evaluated and approved by the Online Instruction Committee before they are offered.

Interim Monitoring (if applicable)

NA

3.B - Core Component 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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

Schoolcraft College's general education program is consistent with the required skills and knowledge-based lower division general education curricula identified by the Michigan Transfer Agreement (MTA). Requirements for an associate degree include: English Composition, humanities, mathematics, natural sciences, and social sciences. Additional general education coursework is required for the completion of the bachelor's degree. As stated in Policy 1020, Core Abilities and General Education, the College's general education requirements are intended to, "...impart common knowledge, intellectual concepts, and attitudes that every educated person should possess." In addition to the general education requirements, Schoolcraft has incorporated Core Ability requirements into all programming. Core Abilities include: communicate effectively, demonstrate creative and critical thinking, use technology effectively, use mathematics, management information, work cooperatively, act responsibly, and demonstrate social and cultural awareness.

Faculty and staff reported that students are made aware of the Core Abilities during orientation in the required first-year seminar class and on course syllabi. The College reports that at least one Core Ability is addressed in every course and a review of course syllabi provided confirmation. Faculty described that ensuring each degree program incorporates these core abilities is also part of the program review process.

Cultural awareness is among the Core Abilities required by the College and multiple examples of recognition and examination of cultural diversity are present on campus. The College has established

the Schoolcraft College International Institute (SCII) which sponsors a variety of activities and publishes the International Agenda, a twice year publication focused on international issues. The GlobalEYEzers hosts lunchtime discussions of international/intercultural issues and an International Student office offers programing to provide social support and help international students transition into the college environment. Students can also earn a Global Endorsement to demonstrate awareness and understanding of different nations and cultures by completing 15 credit hours of classes designated as International.

During the CQR visit, the HLC team saw examples of how Schoolcraft's faculty and students contribute to scholarship, creative work, and the discovery of knowledge. Examples include the recognition of academic success through Phi Theta Kappa and the Dean's List as well as contributions of creative work through music and theater programs. The College offers an Honors Curriculum that requires students to develop projects that are extensions of the usual requirements of the course. These projects may include conducting special field research or leading peers in learning activities. Contributions to scholarship were also evidenced by the Scholars Spotlight and the International Agenda publication.

Faculty indicated that the College does not have an Institutional Review Board (IRB) as research is not part of the mission of the community college. One faculty member who conducts research indicated that the office of Research and Analysis provides support and connection with a local four-year institution are available if needed.

Interim Monitoring (if applicable)

NA

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Schoolcraft College currently employs 87 full-time and 556 part-time faculty. The College monitors its staffing levels for full-time and part-time faculty by benchmarking against other Michigan Colleges of similar size. In accordance with the Faculty Forum agreement, full-time faculty are required to have a base load of 14-16 contact hours per semester with an additional 17 contact hours per semester available as overload. Part-time faculty are capped at twenty-four contact hours during the academic year with no more than 12 being taught in either the fall or winter term. During other terms or sessions part-time faculty are restricted to a maximum of 11 contact hours. The number of full-time faculty assigned to a department was voiced as a concern by some faculty during the focus sessions. It was reported that in some departments there is only one full-time or, in one case, one part-time faculty member but faculty recognize this is potentially the result of the College's recent funding issues. It is anticipated that this will be addressed as funding is stabilized. Faculty reported, however, that they do not feel the quality of instruction has been diminished as a result of higher employment rates of part-time faculty.

During the CQR visit, a sample of 38 faculty files including transcripts and other documentation was reviewed for compliance with HLC credentialing requirements. All full-time and part-time faculty in the sample met the requirements. An alternative qualification form is used to assess tested experience for faculty who do not have a master's degree in their content area. This is used primarily for faculty teaching in career and technical programs where licensures or professional certifications are

appropriate qualifications. In 2015 the College conducted a full review of faculty credentials. Results of the review were shared with faculty and the communication included a listing of courses for which each faculty member was approved to teach. The Faculty contract describes the process for establishing minimum faculty qualifications. These are developed and reviewed annually by faculty chairs and department administrators. The President of the Faculty Forum and the Vice President and Chief Academic Officer also approve the minimum competencies.

Faculty are evaluated in accordance with the Faculty Forum agreement and the Schoolcraft College Faculty Evaluation Handbook. Evaluations are based on faculty status and rank. For evaluation purposes, faculty are divided into four categories: full-time probationary, full-time non-probationary, part-time probationary, and part-time non-probationary. Frequency and data to be collected are determined by the category to which a faculty member is assigned. Evaluations include input from students, administrators, and other faculty. The Faculty Evaluation Concerns Committee, comprised of an equal number of administrators and faculty, is responsible for faculty evaluation procedures.

Full-time faculty are required by the Faculty Forum agreement to maintain a minimum of five office hours per week. Nursing faculty may schedule up to two of these at clinical sites to accommodate the needs of students at those locations. All office hours must be scheduled in at least half-hour blocks. Discussions with students during focus sessions indicated students are satisfied with the availability of faculty and shared that the majority of faculty are willing to meet with students outside regularly posted office hours and are readily available through email.

The hiring process for staff providing student support services is similar to the hiring processes for all other employees in the College. Job descriptions are reviewed and updated to reflect the minimum qualifications and competencies required prior to the job vacancy being posted. The Human Resources department conducts the initial screening to ensure applications meet the minimum qualifications. All newly hired staff are required to complete an orientation and the supervisor completes the onboarding process. Evaluations of employee performance are conducted in accordance with collective bargaining agreements.

Professional development opportunities and funding are available for both faculty and staff. During focus sessions both faculty and staff indicated satisfaction with the level of professional development support offered by the College.

Interim Monitoring (if applicable)

NA

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

Focus meetings with faculty and students provided evidence that student support services are available and suited to the needs of the College's student population. Examples given were the Peer Assisted Learning (PAL) program that embeds peer tutors in key gateway and developmental courses. This resource is available in both traditional and online classes. The majority of services are available through the Learning Center which provides: drop-in tutoring, a writing support studio, international learning support, math class prep, final exam reviews, and study tips and workshops. Other support services include: financial aid, academic advising, the Veterans Resource Center, the testing center, disability support services, career exploration, and crisis intervention. The College also uses an Early Alert system to identify at-risk students who may be in need of support services.

Students enrolling at Schoolcraft for the first time demonstrate college readiness through the submission of SAT/ACT scores or results of Accuplacer testing. Cut scores have been identified for placement in reading, English, and math and Academic Advisors direct students to the appropriate classes and resources based on their scores. During the CQR visit faculty and Student Services representatives described processes in which students complete placement testing and, based on those results, are provided support such as boot camps and BRIDGE mentoring programs to enhance opportunities for success. According to information received in focus sessions, the College is currently evaluating the need to disaggregate placement data to assist in increasing the retention and completion rates of particular student groups based on socio-economic status, race and ethnicity, and full-time or part-time enrollment. While the College has not yet established targets, it is in the process of following trends and hopes to implement population specific interventions in the future.

The College recently transitioned from a counseling model to an academic advisor model in its Advising Department. This new model is designed to use a structured approach for advisors to build

relationships with students. Advisors use a degree planning tool, Student Planner, to develop a degree and transfer plan for students. The plan is designed to assist in course selection throughout the student's time at the College. Faculty and staff did not express any concerns with the quality of academic advising and expressed that services were adequate. Students indicated some confusion over the recent change from counselors to advisors. Some expressed that they had never met their advisor or met with them only once as they did not have confidence in the accuracy of the information being provided. Several students stated that they felt they received more accurate information directly from faculty. The reviewers acknowledge that the feedback received from students represents the concerns of a very small sample of the student population but, given the nature of the comments, recommends that the College explore opportunities to make the transition to the new model easier for students.

Schoolcraft provides the appropriate infrastructure and resources necessary to support effective teaching and learning. The Blackboard Learning Management System provides a consistent format and gateway to courses offered at the College. Faculty use Blackboard to communicate with students about the syllabus, assignments, grades, and other course information. Technology assistance is provided to all faculty, staff, and students with information for accessing the services available on the College website.

Meetings with staff and faculty, as well as visual examination, indicate the facilities and infrastructure appear adequate. During the campus tour, the visiting team observed up-to-date classrooms and technology appropriate to provide high quality instruction. When asked if they felt like their needs were being supported, faculty indicated that they had what they needed to successfully do their jobs.

Faculty and staff stated the library provides reference services, workshops on research techniques and how to avoid plagiarism, and other related activities. The library staff works closely with faculty to ensure appropriate materials are available. Specific research librarians are assigned to each department and work closely with faculty and students to provide resources needed. The Writing Studio was also mentioned as an excellent resource for students as it provides peer assistance.

Interim Monitoring (if applicable)

NA

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

Schoolcraft College identifies co-curricular as, "inspiring students to apply and enhance learning while engaging in leadership and transformational events and activities." It offers a number of co-curricular activities to support this goal and is in the early stages of evaluating its success in meeting its objectives. In fall 2019 the College piloted its first co-curricular assessment project. The project is designed to assess the Core Ability to Communicate Effectively. Student artifacts from Peer Assisted Learning (PAL), S.T.A.R. Mentoring, and the Writing Support Studio were collected and analyzed by members of the faculty-based Core Ability Team Leaders (CATL) committee. According to meeting notes from the Core Abilities Meeting dated 10/4/2019, data have been collected and the project is scheduled to be extended to spring 2020. Currently, the College is in the process of piloting with the Peer Assistant Learning (PAL) to map specific co-curricular activities to academic pathways including mapping common learning outcomes. The College hopes to expand this work across all the academic pathways in the future.

The College provides evidence of multiple programs and activities that contribute to an enriched educational environment including musical, drama, and other activities. An extensive list of clubs and organizations is available on the College website and several students in the focus session discussed their involvement in these activities. Schoolcraft provides opportunities for service learning, community service, or volunteerism through its Service Learning, Scholars Honors, and Campus Community Partners programs.

Interim Monitoring (if applicable)

NA

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Schoolcraft College has degree programs that are appropriate to higher education and align with its mission and vision. Academic and career technical courses and programs are of an appropriate level, articulated appropriately and maintain currency through active use of Advisory Committees. The College demonstrates the integration of broad learning and skills into their educational offerings and monitors learning outcomes sufficiently. Faculty and staff are qualified and evaluated regularly. Learning support is in place and available to students in both online and on-campus modalities. The College maintains co-curricular and related activities to enhance the overall learning experience of students and work is ongoing to establish co-curricular and curricular connections.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Schoolcraft College maintains a practice of regular program reviews for its academic programs. Programs are reviewed on a five-year cycle utilizing the Program Review of Occupational Education (PROE), a component of the Michigan Community College Occupational Education Evaluation System. Opportunities to review earlier are available if deemed to be warranted by the College. The comprehensive value of each program is assessed using the Appraisal of Program and Services rubrics and criteria and is based on program enrollment; credential attainment; job placement, transfers and military service; and time to completion. Career and technical programs are also reviewed for performance on the Perkins Core Indicators. Though the State of Michigan does not require liberal arts and transfer programs to undergo formal reviews, Schoolcraft performed an

extensive review of its Liberal Arts Program in 2013. Results of program reviews are used to determine if the program should be retained, does it need significant investments, or should the necessary steps be taken to discontinue the curriculum. An example of how the process was recently applied was evidenced by the Office Information Systems (OIS) program where the decision was made to begin the process to inactivate the program.

For programs with specialized accreditation, the College may use external certification results to determine the effectiveness of programs. 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%.

The Curriculum Handbook outlines the process for curriculum development and the Faculty Forum agreement defines faculty responsibility related to academic offerings. As part of curriculum and/or course development, faculty identify appropriate learning outcomes for all courses. Skills or competencies needed to assure student success are identified as part of the development process. Ongoing assessment results help validate the appropriateness of established pre-requisites. The College ensures all faculty meet the HLC faculty credential requirements through its hiring processes. Specific qualifications for each discipline area include competencies, education levels, and work experience. For programs with specialized accreditations, the credentialing established by the organization may be incorporated into the minimum qualifications. A review of faculty credentials during the site visit confirmed all faculty in the sample meet or exceed the requirements. The College does not offer dual credit and all classes are taught by Schoolcraft College faculty.

The College lists on its website that it has 11 programs with specialized accreditation through the following agencies: American Culinary Federation Education Foundation (ACFEF), Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), National Certification Board of Therapeutic Massage and Bodywork Assigned Program Massage, Commission on Accreditation of Allied Health Education Programs (CAAHEP), Accreditation Commission for Education in Nursing (ACEN). A listing of all programs with specialized accreditation, including the names of the accrediting agency and contact information, is available on the College website.

The College recognizes that students have attended other institutions or have attained college-level learning from non-college sources. The College offers several options for evaluating prior learning and/or college-level credit earned outside of Schoolcraft College. Board Procedure 2210.5, Transfer, Prior Learning and Equivalency Credit, describes the processes to earn and limitations for use of transfer, prior learning and equivalency credit. The Registrar's office is responsible for administering the procedure. The College participates in 89 articulation agreements 58 with 16 postsecondary institutions and 31 agreements with 10 secondary education institutions. This information is shared with students and the public through the College's website. The College is also a member of the Michigan Community College Association (MCAA) which maintains the Michigan Transfer Network (MTN). The MTN is a collaborative website developed to provide information regarding course transferability between two- and four-year participating institutions.

The College utilizes several tools to evaluate the success of its graduates and provided several examples such as: retention/success data, graduate surveys, advisory board feedbacks, external certification, and benchmarking surveys. One of the College's Key Performance Indicators uses "success rates" as a measure. This includes time to completion, transfer rates, success after transfer as measured by GPA, and job placement. Job placement is reported on the annual graduate survey which provides information on employment in the field of study and annual median salary.

Employers are also surveyed to determine satisfaction with Schoolcraft graduates' performance in the workplace.

Interim Monitoring (if applicable)

NA

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

Schoolcraft College has established a performance-based learning (PBL) model of curriculum development and assessment and has identified a broad set of outcomes or skills (Core Abilities) that every graduate is expected to achieve. These skills are believed to be important in all areas of learning and are the skills that employers and other stakeholders indicate are essential. At least one of the eight Core Abilities established is embedded and assessed in every course. The associate's and bachelor's degree programs have all eight core ability expectations integrated into the overall program design. Policy 1020, Core Abilities and General Education, provides lists of associate's degree general education course requirements and bachelor's degree course requirements.

Each year the Core Ability Team identifies two Core Abilities to be assessed. Student artifacts are assessed using a pre-defined rubric and student success is rated as being met or not met. Faculty Core Ability leaders work with other faculty to analyze results to help determine if the rubric is not clear or if instructors have a difficult time creating assignments that meet the rubric criteria. Core Abilities assessment is one of the College's KPIs.

The common course syllabus denotes the Core Abilities (CA) assigned to the course. During the first class session for each course, 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 is embedded in the required College and Beyond (CAB) student success course. A review of several syllabi for courses offered in traditional formats and online provided evidence of the use of the common syllabus across all sections of a course.

The College uses competency-level curriculum maps that codify the purpose, content and instructional sequence for all courses, including those used to fulfill General Education (GE), to ensure alignment with program outcomes. Learning preparedness is identified by aligning course pre-requisites with course competencies. An Exit Learning Outcomes Matrix (ELOM) is also

developed for each program. This is intended to document the programmatic decisions about the program outcomes with the associated courses and helps to identify the help and supports needed to ensure progression of learning across the breath of each academic program. By collectively analyzing the ELOMs at a deeper level through the curriculum maps, the College anticipates that students are more likely to succeed in subsequent courses where learning may be introduced, practiced and assessed at appropriate levels of achievement. The College did not indicate that program level assessment data have been collected.

The College has recently expanded its analysis of learning beyond the classroom and is engaging in the assessment of its co-curricular offerings. In fall 2019, the College began a co-curricular pilot project focusing on the Core Ability of communicating effectively. Following the same process used for academic programs, the faculty-based Core Ability Team Leaders (CATL) acquired co-curricular artifacts from the following programs: Peer Assisted Learning (PAL), S.T.A.R. Mentoring, and the Writing Support Studio. The College reports that reliability assessment test results were evaluated and concerns were noted that the 98% student success rate for the pre-assessment may have been inaccurate due to the method of sampling. The analysis indicated the need to improve the process, as well as setting higher standards for the quality of performance of students. The College plans to extend the project into spring 2020 with the recommended changes to be implemented.

Another example of how the College has been assessing its co-curricular activities is the report titled “Student life at Schoolcraft College.” This includes information on student activities and events, club awareness, member awareness, age groups, and analysis of student feedback regarding the College’s efforts in promotion of events and clubs. The data presented, however, did not provide information on how the feedback was used to make improvements. Though the fall 2019 pilot project indicates Schoolcraft is beginning to align its assessment of curricular and co-curricular programs, the College is encouraged to accelerate the timeline for its co-curricular assessment and expand the number of activities being assessed. It is further recommended that the College seek ways to use assessment results to inform co-curricular programmatic improvements.

Interim Monitoring (if applicable)

NA

4.C - Core Component 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.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

Schoolcraft College uses the IPEDS Feedback Report to gauge its performance in retention, persistence and completion. The College also uses the National Community College Benchmark Project (NCCBP) as its model for monitoring overall student persistence and retention. The NCCBP was selected for these two measures as its methodology and definitions are more inclusive and representative of Schoolcraft's student body than the IPEDS report. The College has reviewed its performance and has noted that the College is currently performing at or slightly below the national average for retention and persistence when compared to NCCBP results and below the national average for completion when compared to IPEDS data for the same measure. For example, Schoolcraft's 2015 IPEDS cohort had a 20% graduation rate compared to the national rate of 28%. The College's Student Enrollment Management (SEM) steering committee has been given the responsibility for determining targets for retention persistence and completion rates. The College's goal is to perform at the national average in all areas and these goals have been incorporated into the College's KPIs and will be reviewed annually as part of the KPI process.

Retention, persistence, and completion data are collected at the individual, department, and institutional levels and daily enrollment reports benchmarked against last year's numbers are distributed across the College. These data are used to inform improvements such as the implementation of the Early Alert system used to identify at-risk students and connect them to appropriate intervention services. Additionally, the Records Office uses the information to identify and communicate with students who are nearing completion of their certificates or degrees. SEM committee targets are aligned with the College's mission and vision, and institutional planning

process. Each SEM initiative aligns with at least one strategic goal set by the College planning committee. For example, the initiative, “continue to grow dual enrollment high school students’ numbers and look for ways to retain more of them after high school” is aligned with, “promote, strengthen community engagement to ensure financial stability.” Distribution of SEM initiatives is linked across the “student success continuum,” that depicts the pathway from admission to financial support, co-curricular support and goal achievement.

The College’s process for analyzing information on student retention persistence, and completion reflects good practice and involves multiple SEM teams that use external standards such as, IPEDS, Perkins, and other Michigan Community Colleges for setting targets. Additionally, the College uses its own graduation rates by program, and subgroups of its student population for analysis. Results are then used to inform and develop strategic objectives, which are then operationalized as specific plans and action projects.

Interim Monitoring (if applicable)

NA

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

Schoolcraft College has clearly identified assessment of student learning outcomes at the course, program, and institutional level. Outcomes at the institutional level are identified as the broad set of outcomes or skills (Core Abilities) that every graduate is expected to achieve. The associate's and bachelor's degree programs have all eight Core Ability expectations integrated into the overall program design and at least one Core Ability is embedded and assessed in every course. The College maintains an annual schedule of program review for all Career and Technical programs. Copies of completed program reviews were provided to the team in the evidence file and discussions with faculty and staff confirmed that results are used to inform improvements.

The team found evidence that Schoolcraft has clear and accountable processes that reflect good practices related to the systematic collection and analysis of student retention, persistence, and completion data at the institutional level.

Schoolcraft College is in the early stages of assessing its co-curricular programs and is making good progress. It is encouraged to expand and enhance its co-curricular assessments and sustain the current processes for data collection, evaluation and improvement purposes.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

Despite significant fiscal challenges due to reduced state appropriations, declining enrollments, and restrictions on tax revenues, Schoolcraft has worked strategically to maintain the fiscal and human resources as well as the physical and technological infrastructure necessary to support its operations and mission. The College has reduced expenses by implementing a multi-year salary freeze and intentionally allowed deferred maintenance to accrue. Early retirement incentives were offered to reduce staffing and only those positions deemed to be critical have been filled. Though the reduction in faculty and staff have resulted in increased workload for some employees, discussions in focus sessions suggest employees were willing to assume additional duties in the spirit of cost containment for the College.

Schoolcraft has also worked to create new revenue streams. By building relationships and community partnerships, the College has been able to add additional revenue sources to its budget via partnerships such as the SC Sports Dome, Inc. and the SC Technology Center. Schoolcraft hired a new Foundation director who has helped to increase foundation funds by \$1.2 million. The College was also able to successfully pass its ballot proposal in 2018 to override the Headlee Amendment

which will allow the College to rebuild its fund balance.

Since 2015, the College has invested \$10 million into its technological infrastructure. This investment included updating the College's overall technological capabilities, cabling and software, security, and equipment. As evidenced in the IT Infrastructure Modernization and Information Security Upgrades Action Project Concluding Report, as well as open sessions with support staff, overall the project was successful. However, Schoolcraft recognizes the ever-changing world of technology and intends to continue to complete an IT refresh every two to three years.

With the successful passage of the 2018 ballot proposal to override the Headlee Amendment, Schoolcraft is working to accomplish the planned maintenance previously delayed due to financial constraints. As evidenced in the College's 2018-2019 Strategic Framework, Schoolcraft plans to "prioritize and schedule infrastructure projects, including classroom improvements, postponed due to deferred maintenance". Also, through the FY20 budget planning process, a deferred maintenance schedule has been re-introduced to the regular budget cycle. A tour of the campus provided further evidence that facilities were conducive to the areas and level of instruction being offered at Schoolcraft. The College has lab space designated for its occupational programs such as culinary arts, brewing technology, welding, and nursing as well as lab space for its natural sciences, music, etc.

Schoolcraft ensures that its educational purposes are not adversely affected by elective resource allocations to other areas. This is evidenced by a review of the last three fiscal year general fund operating budget. For the 2017-2018 fiscal year, approximately \$42.0 million of the \$79.7 million budget (52.7%) was allocated toward Instruction while approximately \$9.3 million (11.7%) was allocated toward Student Services. In the 2018-2019 fiscal year, approximately \$42.1 million of the \$79.8 million budget (52.8%) was allocated toward Instruction while approximately \$9.3 million (11.7%) was allocated toward Student Services. In 2019-2020, Schoolcraft plans on spending approximately \$42.9 million of the \$87.9 million budget (48.8%) on Instruction while approximately \$10.8 million (12.3%) is planned to be spent toward Student Services. When the budget is adjusted to account for the \$6,669,467 that is planned to replenish Schoolcraft's fund balance, these percentages rise to 52.8% and 13.3% respectively.

The goals incorporated into the Schoolcraft's mission - to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual social, and economic goals - are realistic in light of the College's organization, resources, and opportunities. Schoolcraft is a community college with strong ties to local businesses, high schools, and four-year institutions. The College has a strong offering of Continuing Education and Professional Development courses as well as occupational programs and transfer programs. Annually, the President and Cabinet of Schoolcraft develop strategic objectives based on data and input from the College's constituency groups which are in line with the four pillars used to support their mission: Students, Stakeholders and Community/Economic Development; Resource Optimization; Internal Process and Systems; and Innovation, Value, Improvement, and Growth. All strategic objectives are presented and approved by the Board of Trustees prior to being disseminated across the College. Departments are then responsible for creating strategic initiatives in support of the College's overall strategic objectives. With these strategic initiatives in mind, budget managers work through their annual budget request to ensure that they have the resources needed to support the initiative. Budget requests are submitted through the Box and based on anticipated revenues budgets are allocated.

Schoolcraft works to ensure that the staff in all areas are appropriately qualified and trained. Job openings are posted on-line and include a list of required qualifications such as level of education, years of experience in the field, technical knowledge, etc. Completed applications are reviewed by the

appropriate administrator and Human Resources designee to ensure that all candidates considered for employment meet the minimum qualifications. Appropriate required level of education is verified via the submission of official transcripts and required skills may be verified by testing through Human Resources. As evidenced in the staff open forum, there is an appropriate level of onboarding and training provided to new employees. A number of new employees were present and spoke of campus tours, departmental training, customer service training provided by Human Resources, and required compliance training taken through Safe Colleges. Per the College's Employee Handbook, employees also receive notices from Continuing Education and Professional Development (CEPD) of available on-campus staff development programs throughout the year free of charge. Funds are also made available for employees to attend off-site staff development programs with the approval of a supervisor – again this was verified by several staff members in the open staff forum. Schoolcraft provides Education Tuition Grants and Tuition Reimbursement for courses not available at Schoolcraft. The annual fund for tuition reimbursement is established by employee class and is outlined in the Employee Handbook. Faculty similarly receive opportunities for professional development on campus through the Center for Academic and Faculty Excellence (CAFÉ) which was founded in 2015. They are also provided funds to attend professional development through external sources.

The College has a well-developed process in place for budgeting and monitoring expenses. The steps required in the budget process are outlined in the Schoolcraft's budget calendar and are well communicated with the campus community. All budget requests are submitted to a Budget Committee for consideration. The Budget Committee reviews all requests in light of the anticipated revenues for the college and ranks them based on fit with the College's strategic objectives, importance to students, as well as other cost/benefit analysis. A consolidated budget is presented to the Board of Trustees in March for approval of the estimated sources of revenue. If changes are necessary based on input from the Board, this is included in the proposed budget. The proposed budget is presented to the Board of Trustees in April and is approved to be effective July 1. Expenses are monitored on a regular basis by budget managers through the budget summary data available in Colleague.

Interim Monitoring (if applicable)

NA

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

Schoolcraft's Board is knowledgeable about the institution and provides appropriate oversight of the College's financial and academic policies and practices. As evidenced by Board agendas, meeting and workshop notes, as well as conversations with several Board members; the Board of Trustees is provided with regular updates from the President, members of the Cabinet, and various other individuals as pertinent. These updates include a report of the events happening at Schoolcraft, awards and recognitions, development updates, purchasing reports, and a monthly update on the College's financials in the form of a budget to actual report. The Board of Trustees also regularly reviews and approves major purchases, the issuance of bonds, changes to policy and procedure, as well as changes to academic programs. Annually the Board reviews and approves the College's Strategic Goals and Objectives and the proposed budget for the upcoming fiscal year. The Board also receives a final report of the College's annual accomplishments in relation to their annual strategic goals and objectives. Pursuant to the Open Meeting Act 267, all Board meeting dates are publicly posted and minutes of Board meetings are available upon request. However, Schoolcraft may find benefit in posting these items on their website.

The College has and employs policies and procedures to engage its internal constituencies in the institution's governance. These policies are Board approved and divided into five sections: District, Students, Instruction, Personnel, and Business. All employees are informed of the policies and procedures as is evidenced by the Employee Handbook which is provided to every employee. This was further evidenced in open forums while on campus. The policies and procedures include the Faculty Forum Agreement, Agreement between the Board and the Schoolcraft College Support Personnel Association, Agreement between the Board and the Schoolcraft Association of Office Personnel, amongst others.

Schoolcraft involves its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures of open communication for contribution and

collaborative effort. Communication at Schoolcraft occurs through several venues and at several levels - such as Board, Cabinet, Division, department, committee, and cross-functional project team meetings. Schoolcraft also employs “Listening Sessions” as a mechanism to disseminate information across campus and receive feedback from all constituency groups. Faculty, staff, students, and community members have the ability to voice concerns, provide input, or request change through SCAware. SCAware (a Maxient solution) is continuously monitored by student relations staff who then triage the information to the appropriate personnel or area for review and response. This system allows administration to review ongoing trends and areas for review at the College. Although currently students do not have direct input as a standing member on various committees; their voice is heard through SCAware, informal conversations with faculty and staff, and through student organizations. Based on conversations with the student group, Cabinet, and Board; the College is considering ways to provide a more formalized avenue for student input.

Interim Monitoring (if applicable)

NA

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

Schoolcraft allocates its resources in alignment with its mission and priorities through their annual strategic objectives planning process. The President and the Cabinet establish the College's strategic objectives annually in alignment with the four pillars (Students, Stakeholders and Community/Economic Development; Resource Optimization; Internal Process and Systems; and Innovation, Value, Improvement, and Growth) and the College's mission and vision. These higher-level strategic objectives are then approved by the Board of Trustees and communicated to the campus community. Each division is responsible for identifying projects that will support the strategic goals of the College and the resources needed to complete them. Additionally, the College has an extensive budgeting process that begins with input from every budget manager. The College-wide operations budget process begins in January with an update on projected revenues from the CFO. All budget managers are required to submit a budget request. If additional funds are requested, the budget manager must state how the funds will be used toward the strategic objectives of the College and define potential impact. The Budget Committee determines which requests are funded and at what level based on the College's strategic objectives and available funding. The balanced budget is then presented to the Board of Trustees for final approval.

Schoolcraft links its processes for assessment of student learning, evaluation of operations planning, and budgeting. This is evidenced through Schoolcraft's annual strategic goals and objectives planning process which begins with the President and the Cabinet but ultimately includes all members of the College. The Action Plan Deployment procedure documents how strategic goals are filtered through the College down to the individual level. The procedure further dictates that all goals must have an evaluation or assessment process. This is evidenced through the 30 key performance indicators which were introduced in 2017-2018. These KPI's were selected and developed to enhance the balanced scorecard model that Schoolcraft uses in their strategic planning process. Some

examples of KPI's that assess student learning, evaluate operations, and helps with the budgeted process are: the Cost per Quality Credit hour which calculates and benchmarks the cost to generate a quality credit hour defined as the number of academic year credit hours multiplied by the IPEDS graduation rate plus transfer rates; student success on institutional core abilities, and revenues versus expenditures per fiscal year equated students.

Schoolcraft considers the perspectives of internal and external constituent groups in their planning process. Schoolcraft directly engages its various constituent groups via advisory board meetings, Career Services, the Business Development Center, and regular interaction and collaboration between local businesses and Schoolcraft with regards to its occupational programs. During open forum meetings with a variety of external constituents including high schools, four-year universities, local businesses, and members of the community; it was repeatedly shared that Schoolcraft works to "make sure partnerships work for both parties". The College indirectly involves students via the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement. Schoolcraft may benefit from working toward more direct engagement with the student constituency through increased opportunities for representation on various committees and action projects. Schoolcraft's Research and Analytics office also produces environmental scans to determine community needs. All constituent groups are able to provide input via SCAware which is continually monitored by the College's administration. Through engagement with their internal and external stakeholders, Schoolcraft identifies projects under each pillar (Students, Stakeholders, and Community/Economic Development; Resource Optimization; Internal Processes and Systems; and Innovation, Value, Improvement, and Growth) within the strategic planning framework.

The College works to anticipate the possible impact of fluctuations in its primary revenue sources including enrollment, state support, and tax revenues. To this end, the Finance and Business Services Office prepares a five-year revenue projection as well as a college-wide net income projection. These projections are then utilized by the President, Cabinet, and Board of Trustees to set funding priorities for the future in relation to the College's strategic initiatives under the four pillars. Resource optimization has been a primary focus of Schoolcraft as the College worked to achieve financial stability with the passage of millage tax in November of 2018. During this time, Schoolcraft worked to proactively bolster other sources of revenues and set strategic initiatives based on the current financial situation and the anticipated post-ballot financial situation. Schoolcraft created new partnerships with various local businesses and has successfully created a new revenue stream that will increase to over \$2 million annually by fall of 2021. Additionally, Schoolcraft has hired a new Foundation director who has helped to increased foundation funds by \$1.2 million. With the December 2018 board approval, Schoolcraft's foundation plans on launching a fundraising campaign with the goal to raise \$10 million in five years for special projects and the promotion of student engagement and learning. Due to these initiatives and the passage of the millage tax in November of 2018, Schoolcraft is now in a position to replenish reserves that had been depleted through the financial crisis and currently excess revenues are being invested in long term market securities.

Schoolcraft's planning anticipates emerging factors such as technology, demographic shifts, and globalization. The College uses an array of internal resources to monitor and anticipate the changing needs of its constituents. The Research and Analytics Office conducts broad ranging environmental scans as well as more focused scans as needed for strategic planning and program review. Results regarding the changing demographics of students, student needs, and forecasted changes in enrollment are shared regularly with faculty and staff at the Welcome Back. The Information Technology and Distance Learning departments also regularly monitor technological changes and employee and student perception of technology pertaining to instruction, security, networks

infrastructure, software, hardware, etc. Schoolcraft has worked to regularly incorporate technology initiatives into their strategic initiatives. Through inclusion and participation in external committees and organizations Schoolcraft is further able to anticipate emerging factors which will impact the College's ability to be successful in its mission. This is evidenced by Schoolcraft's involvement in the taskforce spearheaded by Southeast Michigan Council of Governments and the Metropolitan Affairs Coalition that developed the report Future Skills: Preparing for the Changing World of Work. The report provides a myriad of data regarding the changing economic landscape in Southeast Michigan and how best to meet the changing needs of the area. Schoolcraft is also involved with the Workforce Development Board and Livonia's Chamber of Commerce.

Interim Monitoring (if applicable)

NA

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

Schoolcraft has historically set a clear set of strategic objectives and initiatives prior to the start of the fiscal year via the strategic framework and then ended the fiscal year with an annual accomplishments report that provided documentation of how the strategic objectives were achieved. Schoolcraft is improving on their development and documentation of evidence of performance in its operations through the thirty KPI's which were recently developed in 2017-2018. These KPI's were developed to enhance the balanced scorecard model which is used in the College's strategic planning process. A review of the 2019-2020 strategic planning objectives clearly demonstrates that they were designed to align with a specific KPI. In this way, the College will be able to determine if their strategic initiatives are effective in impacting the desired measurement. While KPI's are in their infancy, data sources are well documented and all measurements are based on repeatable methods. Schoolcraft has the opportunity to continue to make KPI's more informative to the strategic planning process by creating internal targets for each KPI as well as bringing data down to a lower level.

Schoolcraft learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability overall and in its component parts. The recent development of KPI's establish a platform to be used to measure the effectiveness of Schoolcraft's planning process as well as the impact of the strategic objectives implemented annually. Over the past year, the Research and Analytics department has hosted college-wide listening sessions with the intention of informing faculty and staff how to use KPIs in their department level strategic planning process. Research and Analytics has also created a guidebook entitled "Data Powered + People Driven" to help the College community put data to work in an environment that is striving to use data to continuously improve its effectiveness and sustainability. Thirty-four administrators participated in a half-day retreat developed to help teach and engage College leaders in the use of data. Leaders were presented with a framework to be used to help establish data-informed decisions. This framework includes links to data which is already available to faculty and staff at Schoolcraft to help reinforce the use of such data.

Interim Monitoring (if applicable)

NA

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

Schoolcraft College has appropriate resources to support mission and current operations, as well as clear processes and structures to forecast and plan for future opportunities and challenges. The College has developed a strategic plan, which functions as a living document to guide the work of Schoolcraft. The Board of Trustees delegates authority to the President to conduct College operations. The President, his Cabinet, and various other College administrators and committees collaboratively work toward achievement of strategic goals.

Schoolcraft learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability overall and in its component parts. Its planning anticipates emerging factors such as technology, demographic shifts, and globalization.

6 - Commitment to Continuous Quality Improvement (CQI)

6.A - Question 6.A

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

Evidence

Schoolcraft has systematic processes in place with several areas exhibiting the potential to move to aligned maturity levels. The College is encouraged to establish clearly defined processes to evaluate the effectiveness of its current processes and to make improvements as necessary.

The College's results are systematic moving toward aligned maturity. Measures, metrics, and benchmarks are used and shared across the College community. The College is encouraged to enhance its use of direct measures to evaluate institutional effectiveness and to use those results to inform improvements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

6.B - Question 6.B

Evidence of Principles of High-Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

Evidence

Schoolcraft College has demonstrated a systematic approach to several of the principles of High Performance Organizations. The College has demonstrated a strong **focus** on CQI. This has been accomplished through strong **leadership** from the president and **involvement** by all areas of the College. **Learning** through assessment and the use of **information** for decision-making has become strengths of the College. This requires **agility**, flexibility and responsiveness to changing environments. **Foresight** was demonstrated through the College's aggressive strategic planning and KPIs that **involve** all the **people** (staff, faculty, students, and stakeholders) that it serves. **Collaboration** has been a critical factor in the accomplishment of the improvements that have recently occurred. After interviews with staff, faculty, students and the Board, it is apparent that Schoolcraft serves its community and stakeholders with **integrity** and actively contributes to the community good.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7 - Commitment to the AQIP Pathway

7.A - Question 7.A

Actions That Capitalize on Systems Appraisal Feedback

Provide brief bullet points that demonstrate success or progress.

Evidence

Schoolcraft received its Systems Appraisal Feedback report in December 2018. The report reminded administrators that while the College has been collecting data for several years, it had not clearly articulated in the Portfolio how those data are being shared or used in decision-making. The following is an example of how the College has capitalized on the feedback:

- Data are now shared across the College through Data Bites, a newsletter from the Office of Research and Analytics. The newsletter shares a variety of institutional data to be used in decision-making. Examples include results from student satisfaction surveys, enrollment data, degree completion rates, student outcomes, and information on the College's economic impact. While this is not a new publication, the newsletter is now used to start conversations among faculty and staff. These conversations ultimately enhance the College's improvement efforts.
- Over the past year, the Research and Analytics department has hosted college-wide listening sessions with the intention of informing faculty and staff how to use Key Performance Indicators (KPIs) in their department level strategic planning process. Research and Analytics has also created a guidebook entitled "Data Powered + People Driven" to help the College community put data to work in an environment that is striving to use data to continuously improve its effectiveness and sustainability. Thirty-four administrators participated in a half-day retreat developed to help teach and engage College leaders in the use of data. Leaders were presented with a framework to be used to help establish data-informed decisions. This framework includes links to data which is already available to faculty and staff at Schoolcraft to help reinforce its use.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.B - Question 7.B

Actions That Capitalize on Strategy Forum Participation

Provide brief bullet points that demonstrate success or progress.

Evidence

The development of the latest action project on Fiscal Sustainability was identified as a direct result of the 2018 Strategy Forum. Several key administrators including the President attributed the development of this project to the College's success in managing its operations during extreme fiscal challenges.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.C - Question 7.C

Actions That Capitalize on Action Projects

Provide brief bullet points that demonstrate success or progress.

Evidence

- The Fiscal Sustainability project identified at the Strategy Forum was designed to assist the College in its efforts to gain support from the community for the Headlee Override proposal. If approved by the public, the proposal would provide the College with fiscal sustainability for a ten year period. The project unified the college community through multiple “listening sessions” held for faculty, staff, students, alumni, and retirees. This increased engagement by College stakeholders was beneficial in securing the necessary votes to pass the proposal. The College is expected to receive approximately \$7 million in revenue the first year.
- Guided Pathways for Student Retention and Success resulted in the implementation of the Guided Pathways model for the College. Schoolcraft joined a cohort with the Michigan Center for student Success (MCCS) Guided Pathways Initiative. Several key improvements were made as a result of the project including the imbedding of Career Coach into student orientation and the required Student Success Seminar course for new college students, adoption of an advising model that puts more emphasis on career pathways, enforced pre-requisites, and early alerts for at-risk students.
- IT Infrastructure Modernization and Information Security Upgrades succeeded in improving system reliability user-friendliness, and security. Deliverables of the project included the full replacement and upgrade of the entire campus networking, compute (server), storage, and telephony infrastructure. The entire server infrastructure was virtualized and a virtual desktop strategy was begun. Significant improvements to security were deployed through an enhanced password policy. End-users also benefited by interface upgrades to Student Self Services in Finance and Financial Aid.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.D - Question 7.D

Commitment to Active Engagement in the AQIP Pathway

Provide brief bullet points that demonstrate success or progress.

Evidence

At the time of this CQR Site Visit, it is known that the AQIP Pathway will be not continued by HLC. Those in attendance at the scheduled listening session addressing quality improvement indicated that quality is engrained into the culture at Schoolcraft, stating that quality is how they function; conversations are often centered on quality; and that quality has helped the College achieve its current level of success. Based on conversations with the President's Cabinet and others in attendance at focus sessions held during the CQR, there appears to be an institutional commitment to continuous quality improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
6	Commitment to Continuous Quality Improvement (CQI)	
6.A	Question 6.A	
6.B	Question 6.B	

7	Commitment to the AQIP Pathway	
7.A	Question 7.A	
7.B	Question 7.B	
7.C	Question 7.C	
7.D	Question 7.D	

Review Summary

Conclusion

Schoolcraft College has provided evidence that it meets all the Criteria for Accreditation and has embedded the principles of AQIP and continuous quality improvement into its culture. The team is confident the College has the capacity to move forward in its relationship with the HLC regardless of the Pathway chosen.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

For AQIP Pathway Comprehensive Evaluations

Evaluation of Federal Compliance Components

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a Federal Compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

The Federal Compliance reviewer and/or the team should separately review each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement, as well as expectations for communication between the Federal Compliance Reviewer and the team.

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

Submission Instructions

Federal Compliance reviewer: Email this worksheet in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: Send the draft of this worksheet to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheet at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the worksheet is sent to the correct HLC staff member.

Institution under review:

Name of Federal Compliance reviewer: Gary J Burkholder, PhD

Leave blank if a Federal Compliance reviewer was not assigned.

TEAM CHAIR ONLY:

Name: Janet S. Fontenot, Ed.D.

- ☒ I confirm that the evaluation team reviewed the institution's compliance with the federal requirements in this worksheet and that the worksheet reflects the team's ultimate findings and related rationales.

1. Assignment of Credits, Program Length and Tuition

- A. After gaining access to the institution's Federal Compliance materials in the Assurance System, contact the institution's Accreditation Liaison Officer to request a sample of course and program materials. Review the sample and other documentation submitted by the institution and make a reasonable determination as to whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education:
- The institution's policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality
 - The institution's course or program credit assignment **procedures** and its representative sample approval documentation
 - The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
 - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

Schoolcraft College publishes its credit hour policy as well as other information on credit and contact hours on its website at <https://www.schoolcraft.edu/college-policies/credit-and-contact-hours>. This information is thorough and includes the difference between credit and

contact hours and how both are assigned; how those assignments are consistent across modalities; how credit and contact hours are determined; and how students can identify the difference between credit and contact hours. In the course identification, lecture, lab, and credit hours are all reported.

Approximately 49 syllabi (listed in the section containing list of materials reviewed) were selected and reviewed by the Federal Compliance reviewer for appropriate assignment of credit hours. Care was taken to ensure syllabi were selected that represented a broad cross-section of programs and credit levels. All syllabi reviewed appear appropriate for the course, lab, and credit hours assigned. The college uses a standardized format. Syllabi used across multiple sections are mostly identical. In the examples reviewed, outcomes were consistent across modalities. There is a notation at the bottom of all syllabi showing departmental approval.

Additional syllabi were reviewed by the visiting team during the CQR. All syllabi reviewed appear to be appropriate for the course, lab and credit hours assigned. Though there was minor variance in format, outcomes were consistent across modalities and length of course.

Additional monitoring, if any:

None required.

2. Institutional Records of Student Complaints

A. Verify that the institution has a policy and procedure(s) for addressing student complaints.

B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC's requirements.
- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

Schoolcraft has an extremely clear and easy-to-use student complaint filing process. The complaint policy is located at <https://www.schoolcraft.edu/college-policies/student-complaints>. Students can click on a link and file complaints of a variety of types at <https://www.schoolcraft.edu/scaware>. Each section clearly describes the bounds of the complaint and has a button for students to easily file.

The visiting team reviewed a list of complaints filed through SCAware (a Maxient solution) during the 2018-2019 academic year. The report included the type of complaint as well as the outcome. Students reported familiarity with the complaint filing process and were pleased with the timeliness of responses. Access to SCAware is available on the College website and is open to faculty, staff, students, and the public.

Additional monitoring, if any:

None required.

3. Publication of Transfer Policies

- A. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.
- Review the institution's transfer policies.
 - Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:
 - Accepts credits for courses offered by the other institution(s) in the articulation agreement.
 - Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.
 - Both offers courses and accepts credits with the other institution(s) in the articulation agreement.
 - What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
 - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

Rationale:

Articulation agreements are located at <https://www.schoolcraft.edu/schoolcraft-to-u/transfer-options/transfer-out/articulation-agreements>. This page allows the linking to agreements with numerous universities that allow transfer of credit out of Schoolcraft College to them. These links connect with the program articulation pages showing the credits that can be transferred in. The same page contains links to Transfer In agreements and to the Michigan Transfer (MTA) program. Specific transfer out guides can be linked at <https://www.schoolcraft.edu/schoolcraft-to-u/transfer-options/transfer-out/transfer-guides>. Here, the guides are broken down by program. In all cases, the information is clear and comprehensive. Specific courses that can be transferred in and out are listed.

Conversations with students during the site visit confirm students are aware of transfer policies and additional information, if needed, is available through academic advising.

Additional monitoring, if any:

None required.

4. Practices for Verification of Student Identity

- A. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.
- B. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
- C. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☐ The institution does not have students enrolled in distance or correspondence courses.
 - ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

Schoolcraft College does have students enrolled in distance education programs and courses. It requires the use of secure login and passwords for access to the system. The information collected is stored in the student information system and is not shared with vendors, etc. There are no additional fees associated with online courses.

Discussions with faculty and staff during the CQR confirm the College requires proctored exams for some online classes and identification is confirmed as part of that process as well.

Additional monitoring, if any:

None required.

5. Title IV Program Responsibilities

- A. This requirement has several components the institution must address. The team should verify that the following requirements are met:
- **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities. (See Appendices A and B.)
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*
 - **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.

- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

General Program Requirements: The independent auditor's reports for 2016, 2017, and 2018 were reviewed. One material deficiency was noted in 2016 and was never reported again. The latest report, dated October 8, 2018, showed Schoolcraft College "complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2018" (p. 12 of the Federal Compliance Filing).

Financial Responsibility Requirements: In a letter dated June 27, 2019, it was noted that the CFI for 2017, 2018, and 2019 is 0.6, 2.1, and 0.9, respectively. This shows a decreasing trend from last year and is "in the zone". In addition, there is some additional reporting required in Michigan that reduces the CFI considerably. This did not require additional review by the Higher Learning Commission per its letter of the same date. Discussions with the President and Chief Financial Officer explained the fluctuation in the CFI in the reported years. The increase in CFI in 2018 is attributed to revenue received from an external partner to provide financial support for a building project. The College expects its CFI to remain stable and above the zone over the next ten years as a bond proposal to increase the millage was approved by voters in November 2018. This is expected to provide approximately \$8 million in revenue each year.

Campus Crime Information, Athletic Participation and Financial Aid, and Related

Disclosures: The annual security report for the previous three years is located at <https://www.schoolcraft.edu/police/annual-security-report>.

Student Right to Know/Equity in Athletics: Relevant information, including retention rates, graduation and transfer-out rates, job placement, student body diversity athletic program participation rates are reported on the consumer information page at <https://www.schoolcraft.edu/consumer-information#intercollegiate>.

Satisfactory Academic Progress Policy: The satisfactory academic policy is made available to the public at <https://www.schoolcraft.edu/college-policies/student-rights-and-responsibilities/financial-aid-ii>.

Additional monitoring, if any:

None required.

6. Publication of Student Outcome Data

- A. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
 - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

Schoolcraft College posts its outcomes data (retention, graduation, and job placement rates) on its website at <https://www.schoolcraft.edu/consumer-information>.

Additional monitoring, if any:

None required.

7. Standing With State and Other Accrediting Agencies

- A. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

Note: If the team is recommending initial or continued accreditation status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status despite this action.

- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

Accreditation information is located at <https://www.schoolcraft.edu/accreditation/accreditation>. There is no watermark; however, when one clicks on the hyperlink to the HLC website, the public can search the HLC website for accreditation status. Specialized accreditations are linked from this page and point to <https://www.schoolcraft.edu/accreditation/accredited-programs>. Links to the specialized accreditors are located here as well, and the public can access directly the accreditation status.

Additional monitoring, if any:

None required.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Institutional Records of Student Complaints:

- Policy: <https://www.schoolcraft.edu/college-policies/student-complaints>
- Complaint filing page: <https://www.schoolcraft.edu/scaware>

Publication of Transfer Policies:

- Articulation Agreements: <https://www.schoolcraft.edu/schoolcraft-to-u/transfer-options/transfer-out/articulation-agreements>
- Transfer-out Guides: <https://www.schoolcraft.edu/schoolcraft-to-u/transfer-options/transfer-out/transfer-guides>
 - University of Michigan-Dearborn: <https://umdearborn.edu/admissions/undergraduate/transfer-students/will-my-courses-transfer/transfer-hubs/schoolcraft-college>
- Michigan Transfer Agreement Requirements:
<https://www.schoolcraft.edu/docs/librariesprovider9/default-document-library/2019-2020-mta-only-course-list.pdf?sfvrsn=0>

Title IV Program Responsibilities

- Federal Awards Supplemental Information (June 30, 2016):
<https://www.schoolcraft.edu/docs/librariesprovider68/HLC-Site-Visit-Documents/19516-schoolcraft-college-sa-0616-final.pdf?sfvrsn=0>
- Federal Awards Supplemental Information (June 30, 2017):
<https://www.schoolcraft.edu/docs/librariesprovider68/HLC-Site-Visit-Documents/schoolcraft-college-single-audit-0617-final.pdf?sfvrsn=0>
- Federal Awards Supplemental Information (June 30, 2018):
<https://www.schoolcraft.edu/docs/librariesprovider68/HLC-Site-Visit-Documents/19516-schoolcraft-college-sa-0618-final.pdf?sfvrsn=0>
- Latest letter from the HLC regarding Financial Indicators: *1363 20190627 Financial Indicators – Letter* (retrieved from the Evidence File).
- SC Police Department Webpage: <https://www.schoolcraft.edu/police/annual-security-report>
- 2019 Campus Safety Report: <https://www.schoolcraft.edu/docs/librariesprovider28/Annual-Security-Reports/annual-security-report-2019.pdf?sfvrsn=2>
- Consumer Information Page: <https://www.schoolcraft.edu/consumer-information>
- Equity in Athletics: <https://ope.ed.gov/athletics/#/>

Publication of Student Outcomes Data

- Schoolcraft College Consumer Information Page: <https://www.schoolcraft.edu/consumer-information>

Standing with State and Other Accrediting Agencies

- Schoolcraft College Accreditation Page: <https://www.schoolcraft.edu/accreditation/accreditation>
- Link to Specialized Program Accreditations: <https://www.schoolcraft.edu/accreditation/accredited-programs>

The following syllabi were reviewed as part of the Assignment of Credits, Program Length, and Tuition Section:

2019/02	ACCT	201	Principles ACCT 1	ONLINE
2019/02	ACCT	201	Principles ACCT 1	LEC
2019/02	ANTH	112	Intro Anthropology	ONLINE
2019/02	ANTH	112	Intro Anthropology	LEC
2019/02	BIOL	236	Human Anatomy & Physiology	LEC
2019/02	BIOL	236	Human Anatomy & Physiology	LEC
2019/02	CHEM	120	Organic & Biochemistry	LEC, LAB
2019/02	CUL	241	Culinary Nutrition	ONLINE
2019/02	ECON	201	Prin Macroeconomics	ONLINE
2019/02	ECON	201	Prin Macroeconomics	LEC
2019/02	EDUC	290	Fieldwork Practicum	LAB

2019/02	ENG	101	English Composition 1	ONLINE
2019/02	ENG	101	English Composition 1	LEC
2019/02	MATH	150	Calc Analy Geom 1	LEC
2019/02	NURS	104	Pharmacology for Nurses	LEC
2019/03	BIOL	236	Human Anatomy & Physiology	LEC
2019/03	HIST	151	Early Amer US Hist	ONLINE
2019/03	PHIL	243	Intro Philosophy	LEC
2019/04	ACCT	201	Principles ACCT 1	ONLINE
2019/04	ACCT	201	Principles ACCT 1	LEC
2019/04	ANTH	211	Myth Magic Wld Rel	ONLINE
2019/04	ANTH	211	Myth Magic Wld Rel	LEC
2019/04	ART	133	Ceramics 1 Theory	LEC
2019/04	ART	201	Art Appreciation	ONLINE
2019/04	ART	201	Art Appreciation	LEC
2019/04	BIOL	236	Human Anatomy & Physiology	HYBRID
2019/04	BIOL	236	Human Anatomy & Physiology	LEC
2019/04	BUS	122	Advertising	ONLINE
2019/04	BUS	122	Advertising	ONLINE
2019/04	CAB	102	Stu Success Career	ONLINE
2019/04	CAB	102	Stu Success Career	LEC, LEC
2019/04	CAD	120	Blueprint Reading	LEC
2019/04	CHEM	120	Organic & Biochemistry	LEC, LAB
2019/04	CIS	129	Intro Program Logic	LEC
2019/04	COLLS	53	Critical Read Think App	LEC, LEC
2019/04	CUL	303	Cul Prog Prac	LEC, LAB
2019/04	CUL	350	Food Safety Mgmt	LEC
2019/04	ELECT	137	DC Circuits Math Model	LEC
2019/04	EMT	290	Para Field Intern	LEC, LAB
2019/04	ENGR	203	Dynamics	ONLINE
2019/04	FIRE	112	Fire Fighter 1	COMBO
2019/04	FIRE	124	Fire Academy	COMBO
2019/04	MATH	150	Calc Analy Geom 1	LEC
2019/04	MUSIC	286	Applied Music Voice 5	COMBO
2019/04	NURS	106	Foun Nurs Prac 2	LEC, LAB
2019/04	NURS	248	Maternal Child Nursing 2	LEC, TBA
2019/04	PHT	116	Comm Phrm Practical	LEC, LAB
2019/04	THEA	220	Theatre Activities 3	COMBO
2019/04	WELD	240	CNC Shape Cut Auto	LEC, LAB

Additional Syllabi Reviewed by CQR Team

2020/01	BIOL	105	Hum Anat Phy	LEC
2020/01	BIOL	105	Hum Anat Phy	LEC

2020/01	BIOL	105	Hum Anat Phy	ONLINE
2020/01	BIOL	105	Hum Anat Phy	ONLINE
2020/01	BUS	123	Consumer Behavior	LEC
2020/01	BUS	123	Consumer Behavior	ONLINE
2020/01	BUS	217	Business Management	ONLINE
2020/01	BUS	217	Business Management	LEC
2020/01	BUS	217	Business Management	LEC
2020/01	CIS	120	Software Appl	ONLINE
2020/01	CIS	120	Software Appl	ONLINE
2020/01	CIS	120	Software Appl	LEC
2020/01	CIS	120	Software Appl	LEC
2020/01	CIS	172	Network Security	ONLINE (Open Entry/Open Exit)
2020/01	CIS	211	Intro to C++	ONLINE
2020/01	CIS	211	Intro to C++	LEC
2020/01	CIS	223	Intro to C#	ONLINE (Open Entry/Open Exit)
2020/01	ECON	202	Prin Microeconomics	LEC
2020/01	ECON	202	Prin Microeconomics	LEC
2020/01	ECON	202	Prin Microeconomics	LEC
2020/01	ECON	202	Prin Microeconomics	LEC
2020/01	ECON	202	Prin Microeconomics	LEC
2020/01	ECON	202	Prin Microeconomics	LEC
2020/01	ECON	202	Prin Microeconomics	ONLINE
2020/01	ECON	202	Prin Microeconomics	ONLINE
2020/01	ECON	202	Prin Microeconomics	ONLINE
2020/01	ECON	202	Prin Microeconomics	ONLINE



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Schoolcraft College, MI
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Visit to include a Federal Compliance Reviewer: Dr. Gary Burkholder
DATES OF REVIEW:	11/11/2019 - 11/12/2019

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Associates, Bachelors

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-2030

Accreditation Stipulations

General:

Accreditation at the baccalaureate level is limited to the Bachelor of Science in Culinary and Dietary Operations Management.

Recommended Change: No Change

Additional Location:

Prior HLC approval required.

Recommended Change: No Change



Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No Change

Accreditation Events

Accreditation Pathway

AQIP Pathway

Recommended Change: No Change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No Change

Institutional Data

Educational Programs

Undergraduate

Certificate 79

Associate Degrees 51

Baccalaureate Degrees 1

Graduate

Master's Degrees 0

Specialist Degrees 0

Doctoral Degrees 0

Recommended Change:

Extended Operations

Branch Campuses

None

Recommended Change: No Change

Additional Locations



Institutional Status and Requirements Worksheet

Public Safety Training Complex, The Academy Building, 31777 Industrial, Livonia, MI, 48150 - Active

Radcliff Center, 1751 Radcliff St., Garden City, MI, 48135 - Active

Recommended Change: No Change

Correspondence Education

None

Recommended Change: No Change

Distance Delivery

10.0202 - Radio and Television Broadcasting Technology/Technician, Associate, Broadcast Communications Associate Degree (AAS)

11.0201 - Computer Programming/Programmer, General, Associate, Computer Information Systems - Programming Associate Degree (AAS)

11.0201 - Computer Programming/Programmer, General, Certificate, Computer Information Systems - Introductory Certificate

11.0201 - Computer Programming/Programmer, General, Certificate, Computer Information Systems - Programming Skills Certificate

11.0201 - Computer Programming/Programmer, General, Certificate, Computer Information Systems, Post-Associate Certificate

11.0202 - Computer Programming, Specific Applications, Associate, Computer Information Systems - Microcomputer Support Technician Associate Degree (AAS)

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Associate, Computer Information Systems - Web Specialist Associate Degree (AAS)

11.0901 - Computer Systems Networking and Telecommunications, Certificate, Certificate, Computer Information Systems – Networking Technology Integration Certificate

12.0412 - Salon/Beauty Salon Management/Manager, Associate, Cosmetology Management Associate Degree (AAS)

13.0101 - Education, General, Pre-Associates Certificate, Alternative Route for Interim Certification/Elementary Certificate Program

13.0101 - Education, General, Pre-Associates Certificate, Alternative Route for Interim Certification/Elementary Certificate Program

15.0401 - Biomedical Technology/Technician, Certificate, Biomedical Applications, Post-Associate Certificate

15.0507 - Environmental Engineering Technology/Environmental Technology, Associate, Environmental Studies Associate Degree (AAS)

15.0507 - Environmental Engineering Technology/Environmental Technology, Certificate, Environmental Science Technician Certificate

24.0102 - General Studies, Associate, Arts Associate Degree (AA)

24.0102 - General Studies, Associate, General Studies Associate Degree (AGS)

24.0102 - General Studies, Associate, Science Associate Degree (AS)

43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice Associate Degree (AAS)

43.9999 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other, Associate, Homeland Security Associate Degree (AAS)



Institutional Status and Requirements Worksheet

47.0104 - Computer Installation and Repair Technology/Technician, Certificate, Computer Service Technician Certificate

49.0104 - Aviation/Airway Management and Operations, Associate, Aviation Management Associate Degree (AAS)

49.0104 - Aviation/Airway Management and Operations, Certificate, Aviation Management Skills Certificate

50.1001 - Arts, Entertainment, and Media Management, General, Associate,

51.0708 - Medical Transcription/Transcriptionist, Certificate, Medical Transcription Certificate

51.0708 - Medical Transcription/Transcriptionist, Certificate, Physician Office Medical Transcription Skills Certificate

51.0904 - Emergency Medical Technology/Technician (EMT Paramedic), Associate, Emergency Medical Technology - Paramedic

51.1009 - Phlebotomy Technician/Phlebotomist, Certificate, Phlebotomy Skills Certificate

52.0101 - Business/Commerce, General, Associate, Business - General Associate Degree (AAS)

52.0101 - Business/Commerce, General, Certificate, Business - Basic Certificate

52.0201 - Business Administration and Management, General, Associate, Business, Associate in Business Administration (ABA)

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting Associate Degree (AAS)

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting Certificate

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting for Small Business Skills Certificate

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Office Specialist Certificate

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Office Specialist Skills Certificate

52.0402 - Executive Assistant/Executive Secretary, Associate, Office Administration Associate Degree (AAS)

52.0407 - Business/Office Automation/Technology/Data Entry, Associate, Business Information Technology Associate Degree (AAS)

52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Business Information Technology Certificate

52.0703 - Small Business Administration/Management, Associate, Business - Small Business for Entrepreneurs Associate (AAS)

52.0703 - Small Business Administration/Management, Certificate, Business - Small Business for Entrepreneurs Certificate

52.1401 - Marketing/Marketing Management, General, Associate, Business - Marketing and Applied Management Associate Degree (AAS)

Contractual Arrangements

None

Recommended Change:



Institutional Status and Requirements Worksheet

Consortial Arrangements

None

Recommended Change:
