

Assurance Argument

Schoolcraft College

Review date: 2/5/2024

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Schoolcraft College, an open-door community college since 1961, has a mission to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social, and economic goals of those we serve. The mission is reviewed and revised as noted in [Board Policy 1010](#). Since its initial development in 1961, the College's Mission has been revised several times and was most recently reviewed in 2021.

In 2021, the Strategic Planning Mission Vision and Values Subcommittee, comprised of faculty, staff, and a student, [reviewed our mission for currency and relevancy](#). The subcommittee presented its [recommendation](#) to the full Strategic Planning Committee who voted on which proposal should be submitted to the college's Leadership and Executive team. The [Leadership and Executive team](#) agreed that no changes would be made at this time per the [suggestion of the strategic planning committee](#). However, they recommended completing a full review in three to five years to prepare for the next strategic plan. The subcommittee's work, along with the recommendations from the Leadership and Executive team, was presented to the Board of Trustees in [June of 2021](#).

1.A.2

The Mission statement is accompanied by both a Vision and College Value statements. The vision of Schoolcraft College is to be a first-choice provider of educational services, a competent organization, functioning with integrity, behaving strategically, and providing value beyond expectations. We expanded upon our mission and vision through Schoolcraft's [College Values](#) which emphasize

student success, ethical practices, embracing diversity, commitment to making positive change, strong/guiding leadership, creating an effective learning environment, and supporting life-long learning. In addition, the Mission is embedded into the four themes of the College's Strategic Plan, [SC Momentum 2021](#).

These documents expound on our mission by emphasizing our desire to provide positive change in our community. Our open access and community-focused mission guide us in shaping our programming to meet each student's individual journey to intellectual, social and economic prosperity.

1.A.3

Schoolcraft's open-door policy means that the educational experiences offered vary due to the various stakeholders served. Examples of these various stakeholders include:

- students in K-12
- returning students wanting to start a new career
- community members seeking personal or professional growth
- business leaders seeking training for employees
- guest students acquiring additional credits
- veterans entering the college system
- youth sports families

Thus, in order to provide the transformational learning experience clearly outlined in the College's Mission, Vision, and Value statements, Schoolcraft offers a comprehensive suite of opportunities designed to support an open-door, community-based program that encourages lifelong learning.

- [Expansive degree and certification programs](#)
- [Personal and Professional Learning offerings](#)
- [Kids on Campus program](#)
- [Business and workforce development services](#)
- [Veteran services](#)
- [Career Services](#)
- [Cultural enrichment offerings](#)
- [Sports Dome, fitness center, walking track, pool, and restaurants](#)

1.A.4

Our mission drives the work occurring within the College. Academic Services, Research and Analytics, and Student Services propose, analyze and develop transformational learning opportunities utilizing data from environmental scans, advisory boards, students, and community stakeholders to assure learning opportunities expand the intellectual, social, and the economic goals of those we serve.

Academic Offerings

Schoolcraft has categorized our academic offerings into eight Career and Education Pathways: Art, Music, Media & Communications, Business, Criminal Justice & Public Safety, Culinary, Brewing & Hospitality, Education, Human & Social Services, Health Professions, Manufacturing & Engineering Technology, and Science, Technology, Engineering & Mathematics. Within these pathways, we

provide 130 different programs that lead to jobs in our community or that transfer to a 4-year institution. [Regional Environmental Scans](#) and [labor market demand](#) data inform our offerings and ensure our programs align with our community's needs.

Student Support Services

Partnering with Academic Services, Student Services offers a breadth of support and resources to students, stakeholders and community partners in achieving their intellectual, social, and economic goals. To honor our open-access mission, we provide students with both academic and personal assistance including [Learning Support Services](#), [Academic Advising](#), [Student Relations](#), and [Disability Support Services](#).

Enrollment Profile

Schoolcraft College is a comprehensive community college that is committed to serving a diverse population of students. Our enrollment profile reflects this commitment, as our students are from a variety of backgrounds, including low-income families, non-traditional students, students with disabilities, and students from a variety of race/ethnicities and backgrounds.

Gender: In Fall 2022: [58% of students were female and 42% were male](#).

Diversity: Schoolcraft College is committed to enrolling a [diverse student body](#). In the Fall 2022 semester, 60% of our students were White, 15% were Black/African American, 7% were of unknown race/ethnicity, 6% were Hispanic/Latino, 5% were Asian, 4% were two or more races, 2% were non-US residents, <1% were American Indian or Alaska Native, and <1% were Native Hawaiian/Pacific Islander. Schoolcraft College was named the most diverse community college in Michigan, with a diversity score of 0.62, significantly higher than the state average of 0.47. The school's diversity has grown by 12% over five years as noted in the [Community College Review](#).

It is important to note the [race/ethnicity composition](#) of Schoolcraft students is more diverse than that of its [immediately surrounding communities](#). For instance, in fall 2022, 60% of Schoolcraft students were White, as compared to 90% of Livonia residents (the city in which the college is located). Several of the communities that make-up our in-district group are also predominantly White: 91% in Plymouth Township, 93% in the City of Plymouth, 92% in Northville, and 92% in Garden City. However, we also serve students from other nearby communities where the percentage of White residents is lower: 66% in Canton Township, 65% in Novi, and 11% in Detroit. (Source: Census data extracted from Gale – Demographics Now Complete Demographic Summary Report)

Nontraditional age students: Schoolcraft College also serves a significant number of nontraditional age students. In the Fall 2022 semester, 34% of our students were over the age of 25. These students come from a variety of backgrounds, including working adults, military veterans, and parents. Most of our students juggle multiple priorities, resulting in 75% of students attending Schoolcraft College on a part-time basis. Many of our students, 40% in Fall 2022, enter Schoolcraft after being out of high school for five or more years (Source: IPEDS Fall Enrollment). More than half (54%) of the students in Fall 2022 enrolled in at least one distance learning course.

Disabilities: In a typical fall semester, [about 7% of Schoolcraft students are formally registered](#)

[as students with disabilities.](#)

Low Income: In 2021-22, [33% of all degree/certificate seeking Schoolcraft students were awarded Pell grants.](#) Schoolcraft serves students from several feeder high schools in which the percentage of [economically disadvantaged students](#), defined as eligible for free/reduced price meals, is greater than 30% (Clarenceville –53%, Garden City-46%. Starkweather-48%, Franklin-39%, and Churchill-31%).

Student profile information is shared with College employees in a variety of ways including: Data Bites newsletters from Research and Analytics, the college website, on-demand student profile reports, and in a newly launched, interactive, enrollment dashboard.

1.A.5

Schoolcraft College’s Mission, Vision, and Values are posted on the College’s [website](#), in all buildings, on public facing [documents](#) (such as our strategic plan, academic catalog, Foundation documents, and the annual President’s Report to the community), [job descriptions](#), in the [employee handbook](#), [Board Meeting Presentations](#), [Leadership Counsel Meetings](#), [Welcome Back Presentations](#), and is at the core of our Strategic Planning process as demonstrated through our [Strategic Plan](#).

Sources

- 3.D.1 Advisors on Campus Advising 2023
- 3.D.1 Disability Services Disability Support Services 2022
- ACADEMICS_College_Catalog_2022
- Community Services
- Cultural Events_2023
- Employee Handbook 2018
- HUMAN RESOURCES_posting_2023
- LSS Learning Support Services Offerings 2023
- MARKETING_Mission_Website_2023
- MVV Subcommittee - Recommendations
- PPL_KOC_CATALOG_2023
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- PRESIDENT_Welcome Back_2023
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- RA IPEDS_Student_FinancialAid 2022-23
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- SS website student relations 2023
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- STRATEGIC_OPERATIONS_MVVSubcommittee_Minutes_2021
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- Website CCR diversity rank
- WEBSITE_Career Services_2023
- WEBSITE_Services – BDC_2023
- WEBSITE_VRC_2023

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

As reflected in the [mission](#) and [value statements](#), we are here to serve our community. This is demonstrated by College personnel actively engaging in community boards and task forces as seen in our [Capital Outlay](#) report (pages six and seven) and holding memberships in [area chambers and associations](#). In addition, the president heads the Workforce and Talent Development Committee, serves on the Northville Community Support Fund (NSCF) and the Healthy Livonia Steering Committee. Also, the College hosts events, such as: [music concerts](#), [theatre productions](#), [manufacturing day](#), [community outreach](#) events, the [Angileri Quality Symposium](#), High School [Accounting Student Leadership Conference](#), [Annual Economic Forecast](#), and [teacher professional development day](#) for community stakeholders.

The College houses the [Livonia Transition Program](#) classes and staff offices. The program is for 18–26-year-old special education students who spend half of their day in the program's classrooms on Schoolcraft's campus, and then transition to job sites across the region, including at Schoolcraft. The [Middle School Awareness Program](#) is a partnership with Clarenceville Middle School in which students come to campus for hands on experience in several academic disciplines. The College's Annual [Local Strategic Value](#) report, approved by the Board denote additional community business and education partnerships, training opportunities and community events.

1.B.2

Schoolcraft's educational responsibilities takes primacy over all other activities. Schoolcraft is a public entity and does not have shareholders or investors. [Board Policy 1030](#) requires board members, faculty, leadership and employees to disclose any conflicts of interest.

The annual budget process for Schoolcraft is aligned to the College's Strategic Plan and evaluation systems to ensure that financial allocations align with the College's mission and strategic direction. Instruction, Instructional Support, and Student Services represent approximately 60% of the [College's overall budget](#).

1.B.3

As part of the [Strategic Planning](#) process, the College held [Listening Sessions](#) facilitated by a third party to gain Schoolcraft's external (local business partners, elected officials, secondary school employees, and parents of high schoolers) and internal constituencies (employees, faculty, and credit and non-credit students) input on the College's five-year strategic plan.

The College is responsive to community stakeholders' needs offering programming, training, events, and employment assistance. Career Services helps students, alumni, and community members with one-on-one [resume](#) and cover letter consultations and averages 30-40 such appointments per month. The job fair on campus in April 2023 was open to students, alumni, and community members; Career Services hosted over 150 representatives from 90+ local businesses, offering hundreds of open positions, and welcomed 315 [job seekers](#) during the 2-hour event. The College also has a job board that is open to students and community members.

[The Business Development Center \(BDC\)](#) houses the APEX Accelerator, Small Business Development Center (SBDC) and Workforce Training Solutions (WTS) which deliver a unique blend of education, resources, training, and consulting to help businesses and individuals strengthen and achieve their economic goals. In the 2022-2023 Academic Year, the BDC served over 900 companies, provided 1,352 hours of one-on-one business assistance, and delivered training to over 3,200 individuals in the areas of process improvement, leadership, quality, trades/technical, English as a Second Language, information and office technology, government contracting, financial management, marketing, and legal.

The APEX Accelerator helps companies pursue contracts with federal, state and, local, government agencies. As a result of the assistance received by the APEX Accelerator, in the 2022-2023 academic year, clients received contract awards valued at over \$301 million. The SBDC in AY 2022-2023 helped clients obtain over \$2.1 million in capital to launch or grow their businesses. The WTS delivered 216 custom training courses to over 2,098 employees of local employers to address skill gaps. WTS also manages Michigan New Jobs Training Program (MNJTP) contracts valued at over \$1.8 million with sixteen local corporations. In AY 2022-2023, nine companies used over \$620,000 in MNJTP funds to support company growth by upskilling their workforce in areas such as project management, information technology, construction, leadership, manufacturing and technical skills.

Mark L. Whitfield Veterans & Military Services Center has assisted 949 veterans in navigating the educational system since its inception in 2014. The College's [Hinkle Student Resources Center](#) manages an emergency fund whereby [students can apply](#) for financial assistance on a one-time basis to assist them with a crisis. The Hinkle Center also directs students in need to appropriate external services, while the Student Activities office provides a free [food pantry](#).

As shown in 1.B.1, additional opportunities to engage our community stakeholders include monthly music recital series, concerts, and hosting a teacher professional development day for our six neighboring K-12 districts. The College has an active Personal and Professional Learning (PPL) department that includes [professional development and personal enrichment courses and activities](#). In 2023, 2596 children participated in our [PPL's Kids on Campus camps](#) and Academic Skills programs held during the summer.

Schoolcraft is an economic engine for the community we serve. Each of the Occupational Academic Programs has a local [Advisory Board](#) in which subject matter experts inform the currency of the curriculum. This builds the critical employee pipeline and reinforces career pathways. We currently support approximately 1,800 employees from surrounding areas. Partnering with area businesses to increase workforce opportunities and develop alternative revenue streams for the College to assist in

maintaining financial sustainability is another way we create win-win opportunities within our community. Recent achievements include the building of the Livonia Medical Center on Schoolcraft's campus in partnership with Trinity Health, which provides important clinical, internship, and [tuition assistance opportunities](#) for our students.

Sources

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- Angileri_Quality_Symposium
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- CAPITAL OUTLAY_2023
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- CAREER SERVICES_Resume Booklet 2022
- Community Outreach
- Economic Outlook
- FINANCE_Budget Summary 10.2.23
- HSRC_Department
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- STRATEGIC OPERATIONS_Listening Sessions_2021
- STUDENT ACTIVITIES_Food Pantry Statistics
- THEATRE_23-24 Season_2023
- Trinity FAQ

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

In 2007, faculty established Schoolcraft's institutional outcomes called Core Abilities, [Policy 1020](#) and recertified these outcomes in 2016. Faculty believe that students require a set of "real world" skills and abilities beyond their major area of study. The Core Abilities are embedded in [every course and are distributed across each program](#) to assure students can learn and demonstrate their proficiency at the skills certificate, certificate, associate and bachelor-levels. The "Core Abilities" are Communicate Effectively, Demonstrate Creative and Critical Thinking, Use Technology Effectively, Use Mathematics, Manage Information, Work Cooperatively, Act Professionally, and Demonstrate Social and Cultural Awareness. Core Ability digital resources are available to assist faculty in teaching their assigned course. Details regarding the Core Ability outcomes and assessments (including co-curricular) are in the responses to Criteria 3 and 4.

Academically, students can pursue additional endorsements as part of their degree. Our [Global endorsement](#) requires students to earn 15 International Course Designation credit hours, selected from the 85 different classes, across 22 academic disciplines. Our [Service-Learning endorsement](#) links academic content with volunteerism and community service. Students earn a minimum of 12 credits in classes designated as Academic Service Learning.

Clinical, Internship and Apprenticeship experiences are often required in the Occupational Programs and some are available in the Transfer programs. These opportunities often involve interacting with diverse groups of people, including community members, clients, or colleagues. Through these interactions, students develop cross-cultural communication skills, adaptability, and empathy, which are essential in a globalized workplace. All experiential learning opportunities align to the program outcomes.

The institution's [career services office](#) provides resources and guidance to support students in their career development. Example of offerings include resume building, interviewing skills, Career fairs, and networking events to connect students with employers.

1.C.2

We have taken steps to improve the College's processes and activities to provide an inclusive and

equitable environment. As outlined in 1.C.3, the College has created a Department of Equity and Engagement to increase the College's capacity to review policies and procedures, create trainings, and collaborate with various key departments such as Human Resources, Marketing, Admissions, Faculty and Student Activities. As part of the Strategic Plan, the College hired a Director of Equity and Engagement as well as worked with a third party to create a [DEI Plan](#) to complement the Strategic Plan. The Office of Equity and Engagement is mobilizing the campus by creating a cohort of faculty, staff, and students, called the [IDEA](#) (Inclusion, Diversity, Equity, Access) Leaders, who will be implementing best practices across campus to increase both compositional and relational diversity representation.

In 2011, our student population was 68% white, with minorities comprising 21% of the student body. Since then, we have made significant progress. By 2020, as part of our Strategic Plan, the composition of our student body had evolved to 62% white and 28% minorities. The trend continued in the fall of 2022, [with 60% of our students identifying as white and 31% as minorities](#), excluding non-resident aliens and students with unknown ethnicity. These figures demonstrate our commitment to nurturing a diverse student community. In 2023, Schoolcraft College stands out as a leader among Michigan community colleges in terms of diversity. According to the Community College Review, Michigan Community Colleges, on average, have a diversity score of 0.47 in 2023. In contrast, Schoolcraft College boasts a significantly higher [diversity score of 0.62](#), underscoring our dedication to creating a welcoming and inclusive environment for all students.

When it comes to our employees, we understand there is additional work to be done to improve diversity and inclusion. In 2016, our workforce was primarily composed of 88% white employees, with minorities making up 11% of the staff. By 2022, we maintained a relatively stable workforce, with [87% of our employees being white and 11% representing minority groups](#). It's important to note that our historically low rate of employee turnover has contributed to a slower rate of change in diversifying the workforce.

1.C.3

The creation of the Office of Equity and Engagement and the [DEI Task Force](#) prioritized the fostering of an inclusive climate on campus and surrounding communities by participating and hosting community events. Since its inception the office has created a series of [trainings and events](#) to educate and serve our diverse community and student base as well as a [quarterly newsletter](#) highlighting the diversity within and surrounding the campus community. The office has also provided [multiple training sessions to leadership, faculty, and staff across campus](#) about [belonging and implicit bias](#).

Studies have shown that campus climate influences students' and employees' levels of success and sense of belonging. In 2022, Research and Analytics and the Office of Equity and Engagement partnered to administer a Campus Climate survey to all employees utilizing a neutral third-party product to measure constructs such as professional development, communication, collaboration, satisfaction with benefits and compensation, diversity/equity/inclusion, and perceptions of senior leadership. It was then customized to include questions to measure the current state of diversity, equity, inclusion, and belonging on campus. Similarly, a student version of the climate survey was administered to measure academic support, faculty interaction, communication and collaboration, leadership, community and pride, and diversity/equity/inclusion.

The results were communicated to stakeholders via a town hall, special webinars (which were also recorded), and written reports. The resulting most critical areas to address are management,

confidence in senior leadership, and collaboration. A more inclusive [Leadership Council](#) was created in response to the survey and to offer opportunities for senior leaders to collaborate and communicate more frequently with each other, and with the campus at large. [Results demonstrated](#) that employees crave more recognition and appreciation, which is one of the first items leaders [plan to address](#).

A cross-functional [Facilitation Committee](#) was established to directly address other findings from the employee survey, such as [promoting mutual respect, professionalism, and civility](#). This group will be collaborating with Human Resources to reinstate employee training. The initial focus is on equipping supervisors with tools to manage inappropriate behavior, provide constructive feedback, express staff appreciation, and set a positive behavioral example. Another sub-group is conducting a comprehensive review of [Policy 1080](#) (discrimination), [Policy 4060](#) (workplace conduct), and [Policy 1060](#) (health and environmental safety) and any accompanying procedures, to identify potential gaps. They have started with [Procedure 4060.1](#). The objective is to leverage these insights to develop a [civility policy](#). Input will be actively sought from all employees, starting with the Climate survey. The committee is currently reading a book on breaking down organizational silos, “Silos, Politics, and Turf Wars” by Patrick Lencioni, to create an action plan utilizing strategies derived from this reading.

In the creation of the SC Momentum Strategic Plan, several DEI Surveys (for [both student and employee](#)) and listening session data were reviewed. This analysis resulted in the creation of one of the major themes of the [Strategic Plan](#), Inclusion, Diversity, Equity, and Access (IDEA). As part of the ongoing Strategic Planning Process, the College accepts [initiative ideas](#) from across campus. These initiatives then go through the Strategic Planning Team, Budget Committee, and Leadership Team to be considered and funded.

The College has a wide variety of [student clubs](#) that celebrate and support diversity including Safe Place (LGBTQ+), Native American Club, Black Student Union, Asian Student Association, Christian Challenge Club, Arab Women United, and the Amnesty International Club.

Sources

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- EQUITY_EDI PLAN_2021
- EQUITY_Events_2023
- EQUITY_Fac_Staff_Presentation
- EQUITY_IDEA Launch_2022
- EQUITY_Lets Talk I.D.E.A. _Dr. Lee Meadows
- EQUITY_Newsletter_2023
- IPEDS-HR-2022
- LC 2023-08-02 Meeting
- NEW RESEARCH_SC Student Diversity

- OCA Liberal Arts Transfer Associate Degree 2023-2024 ELOM
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- Working Procedure 4060.1

1.S - Criterion 1 - Summary

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

Summary

The Schoolcraft College Mission is clearly articulated and shared publicly on the college website, in campus buildings, and on college materials. It guides our operations and shaped our SC Momentum Strategic Plan, which was developed through a community engagement process. The college provides academic offerings and appropriate student support services to address the diversity represented in our enrollment profile. Serving the public by providing educational opportunities is paramount to our mission, vision, values, and work. As a community college, we embrace our partnerships with external constituencies and continue to foster ways to meet the needs of the community within our mission. We focus on preparing students to be successful in the workplace by being informed citizens and recognizing the value of diversity in the classroom and workspace. The college is committed to providing open access to education, promoting equity and student success, serving as a key community resource, and engaging a wide range of stakeholders in its operations. These efforts are aimed at fulfilling the mission and demonstrating commitment to the public good.

Sources

There are no sources.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

The [Bylaws](#) of the Schoolcraft College's Board of Trustees outline the specific responsibilities of the Board of Trustees, one of which is "to establish policies, bylaws, rules, and regulations for its own governance and for the governance of the Schoolcraft Community College District." The Mission of the College is stated in [Board Policy 1010](#). In Criteria 1.A.1 there is an overview of the most recent process of reviewing the current Mission of the College as part of the Strategic Planning process by the institution. The Board of Trustees also approved the Strategic Plan, which reiterates the Mission, Vision and Value statements, in [August of 2021](#).

2.A.2

Integrity and ethical practices are outlined within [Board Policy 1030 Code of Ethics/Conflict of Interest](#) and [Procedure 1030.1 Code of Ethics / Conflict of Interest](#) which apply to Board of Trustees, employees and students. Board members and new employees are informed of their ethical and conflict of interest responsibilities during an orientation, through the [Employee Handbook](#) or [Board Orientation](#) and can be found in [Board Policy 4160](#). All of Schoolcraft's [Policies and Procedures](#) can be found online.

Annual, independent audits are conducted for the College, Development Component Units, Foundation, and Federal Awards (Single Audit) to ensure ethical behavior exists with respect to institutional finances, policies & procedures, and internal controls. In 2023, auditors wrote "In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the College as of June 30, 2023 and 2022 and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America." [General Fund budget](#) to actuals are presented during regular College board meetings and annual audited financial reports are posted on the College's website.

Schoolcraft's [Purchasing Procedure](#) outlines the philosophy, staffing, responsibilities, considerations, and procedures of the College's Purchasing Department.

Schoolcraft's [Staffing Policy, Staffing Procedures](#), and the [Hiring and Dismissal of Employees Policy and Procedures](#) guide Human Resource processes. All hiring qualifications are part of the job postings. Interview Committee members are identified in conjunction with the Hiring Manager and Human Resources. The [search process](#) follows board established procedures dependent on the employee group the employee is being hired into. These procedures are reviewed and updated as needed. There are internal procedures regarding [nepotism](#).

Schoolcraft College has policies and procedures in place for Title IX, [anti-sexual harassment, and against discrimination](#) that were updated in 2021. Faculty and Staff also have [required annual training](#) for all employees through our Safe College application.

At the classroom level, we abide by [FERPA](#) requirements. Every course section syllabus includes an institutional Academic Integrity statement. In addition, anyone wishing to conduct research at Schoolcraft must comply with [Policy 1095](#).

Grievance Policies for faculty, staff, and students can be found online and in the respective handbooks. Schoolcraft implemented [SC Aware](#) which is a website where anyone can file a report on any incident (including whistle blower reports), anonymously if preferred. Procedures are also outlined in the [Procedure 1070.11](#) Grievance Procedures.

Sources

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- PRESIDENT_1030 Code of Ethics_2019
- PRESIDENT_1030.1 Code of Ethics_2019
- PRESIDENT_1050 Bylaws_2019

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- PRESIDENT_1080 against discrimination_2021
- PRESIDENT_4160 conflict-of-interest_2006
- PRESIDENT_4160-1 Nepotism_202
- PRESIDENT_4210 Hiring Compiled_2019
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- PRESIDENT_4300-1--Staffing_2019
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- PRESIDENT_New Trustee Orientation_2022
- SC Aware Website
- WEBSITE_Policies and Procedures
- WEBSITE_Privacy Rights and FERPA - Schoolcraft College

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

Schoolcraft College presents itself accurately to students and the public through our accessible website. Materials posted to the website are sent from a department's lead content steward do you have a job description for this or a to our web update team. Additionally, numerous [social media outlets](#) are utilized by our central marketing department as well as other departments.

The College catalog is reviewed and updated annually based on our Curriculum Committee schedule, with the new catalog launching every February for the following academic year. The college posts [academic programs](#) including both certificates and degree requirements for current and archived catalogs. In addition, information on our [General Education requirements and Michigan Transfer Agreement](#) is also available for students to better understand the connectivity between their programs and these course options. Term class schedules are [created, reviewed, and published](#) twice annually. At the course level, faculty start with a [common course syllabus](#) then edit [section level information of their syllabi](#) so that students receive a course syllabus that defines their specific course expectations, attendance requirements, academic integrity expectations, assessments/assignments, and schedules. All Common Course syllabus language is reviewed and approved at the department level and then through the College's Curriculum Committee.

The [faculty directory](#) provides contact information and faculty credentials for both full-time and part-time faculty. This directory is maintained by Human Resources and updated each semester.

Tuition and fees are established annually by the Board of Trustees during their April meeting. [Tuition and fee schedules](#), a [net price calculator](#), and access to tuition [comparison calculators](#) with other colleges are available on our website to assist students in understanding their costs.

The governance structure consists of an elected [Board of Trustees](#) who meet on scheduled meetings during the calendar year. The [Board's responsibilities](#) include supervision of the President of the College, review of finances, and approval of policies. All [meeting information](#) is made available.

Our website includes the Higher Learning Commission's mark of affiliation that links directly to the HLC website and provides details about Schoolcraft College's accreditation status. Additionally, the most recent accreditation documents are publicly available. Third party accreditation information for

specific programs are also made available on the [accreditation portion of our website](#) and within the specific program area pages and documents.

The College also participates in the State of [Michigan Budget and Performance Transparency Reporting](#). Schoolcraft posts annual budgets, capital outlay reports, and audit findings. In addition, [Annual Security Reports](#) are posted for review.

2.B.2

Student Success + Engagement is one of the four major themes of [SC Momentum](#), Schoolcraft's strategic plan. It states "Schoolcraft college believes that in order to best serve its students, the college must put students first. The college is committed to providing students with formal and informal opportunities to engage in the college community, both intellectually and socially, to improve learning outcomes and retention." Every student, whether on campus or as a distance learner, has the ability to connect with others and build a sense of community with the institution through a variety of co-curricular activities.

Community Engagement is a core pillar of our student organizations. As noted in their [2022-23 annual report](#), numerous student groups participated in a variety of activities from park cleanups to supporting our food pantry. Our largest student activities group is Phi Theta Kappa, international honors society. They initiated [25 service and informational projects](#) and partnered on 30 others, just in 2023 alone.

Students access research, community service, and other experiential learning opportunities through our Center for Experiential Learning as further explained in section 3.B.4. We have a variety of [internships courses](#) as noted in the course catalog. Additionally, our student [apprenticeship opportunities](#) continue to [grow](#).

We are a proud member of the Eastern Conference the Michigan Communication College Athletics Association. Currently over 190 student-athletes are participating in [14 varsity sports](#). Athletics has their own [website](#) that includes news, schedules, facilities, services for athletes, and contact information.

The [Consumer Information webpage](#) contains required disclosures related to student outcomes and student body diversity, along with voluntary student feedback on [the campus climate survey](#).

Furthermore, the website provides access to [policies and procedures](#) and the [student handbook](#). Publicly available community support resources include [answer center information](#), [tutoring](#), [library services](#), and the [SC Aware reporting system](#) where issues, concerns, and complaints can be filed.

Sources

- 2018 Campus Climate Report_
- Athletics Department Directory 2023-24
- Athletics Website
- LSS Tutoring and Library 2023
- MEC Apprenticeship List updated 2023

- OCA ACCT 103 WCSA 2023
- OCA CSB Timeline Example
- OCA Internship Opportunities Nov 2023
- OCA My_Personalized_Syllabus
- POLICY 1050 BOT BYLAWS 2023
- President SC-Momentum p9 2021
- RA Campus_Climate_StudentResults_20231207
- SAO Annual Report p4_5 2022
- SAO Student Activities Annual Report p2_3 2022
- SC Aware Website
- SC Website Board of Trustees 2023
- SC Website Accreditation 2023
- SC Website Annual Security Report – SC Police Department 2023
- SC Website Answer Center 2023
- SC Website Board of Trustees Meetings 2023
- SC Website Budget and Transparency 2023
- SC Website Catalog SCGE-MTA+Requirements+2023-2024+Final
- SC Website College Policies 2023
- SC Website Consumer Information 2023
- SC Website Faculty Directory 2023
- SC Website Net Price Calculator 2023
- SC Website Programs and Areas of Study Catalog 2023
- SC Website Social Media Directory 2023
- SC Website Tuition and Fees 2023
- SC Website Tuition Comparison Calculator 2023
- Website_apprenticeships_2023

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

The Schoolcraft College Board of Trustees operates in accordance with College's mission, values, and strategic plan. After a new board member is elected and prior to the start of their term, a [Board Trustee orientation](#) and tour occurs with the President and Associate Secretary.

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

Since 2021, the Trustees are educated at each board meeting about the institution with a five-to-seven-minute faculty, staff, student or departmental highlight called a [Trustee Spotlight](#), the Trustees then have the opportunity to expand their knowledge with a question-and-answer session following the presentation. Additionally, a data story aligned to the Strategic Plan, is presented to the Board within the President's report when available. The Research and Analytics department authors these data stories.

2.C.2

All board meetings are open to the public and agendas and approved meeting minutes are available online for the past several calendar years. A [Financial Report](#), provided by the Chief Financial Officer, and [Purchasing Report](#), provided by the Purchasing Department are both reviewed and discussed. Board of Trustees also approve all new academic program offerings. Annually the

Trustees review the [Staffing Report](#) and [Insurance Report](#) to keep them informed for future discussions.

There are three Board Members appointed to the Audit Committee which reviews the yearly audit with the Finance Team and the independent Auditors, allowing for questions and further discussion. The auditors then present briefly to the full Board of Trustees in a [Board Meeting](#) before the audit is accepted by the entire. In addition, there are [board members appointed](#) to the College's component unit (501(c)(3)) boards and Foundation Boards who then report back to the other trustees on any developments.

2.C.3

The Board of Trustees adopted the College's Strategic Plan at the August 2021 Board Meeting. The Strategic Planning Process, involved internal and external stakeholders as stated in section 1.B.3 and the ongoing plan asks for internal initiative submissions to the Strategic Planning Team as outlined in 1.C.3.

Board of Trustees meetings are [arranged](#) in such a way to allow for maximum community involvement with two areas for audience engagement: one at the beginning of the meeting and one after Board Action items. A standard agenda item, the [President's Report](#), encompasses campus updates in respect to the four pillars of the Strategic Plan. In addition, changes in College's Policies go through two readings at Public Meetings to allow public comment and recommendations.

Representatives from the College's Leadership Counsel (formerly Leadership and Executive Teams) attend Board Meetings to answer questions from the Trustees as they arise during their deliberations.

[Full board packets](#) are sent to all College employees prior to the Board Meeting and to any community member that requested them.

The Board also appoints Trustees to serve on [different community groups](#) so that they can keep the Board of Trustees informed. All trustees attend the Michigan Community College Association (MCCA) Summer Conference and additional professional development opportunities which include legislative and updates of the state. In addition, the Board appoints one Trustee and one alternate that is a part of the Southeastern Michigan Council of Governments (SEMCOG), one of its functions is to "promote informed decision-making by improving Southeast Michigan and its local governments through insightful data analysis and direct assistance to members."

2.C.4

Board Policy 1050, Bylaws of the Board of Trustees, governs the actions of every board member and describes their responsibilities. Board members are expected to approve policies; establish regulations of their governance; select, support and evaluate the president; approve annual budget and review proposed curricular decisions. [Agendas and minutes](#) reflect the information shared, committee work, and Board decisions and can be found on the College's website or in the President's Office.

The Board of Trustees ensures each member is compliant with the Incompatible Public Offices [Act 556 of 1978](#) to ensure that it preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties. As part of the [New Trustee Orientation](#), the new trustee receives the College Policies on Code of Ethics, Conflict of Interest, the Open Meetings Act, and Community College Act of 1966.

2.C.5

Board Policy 1050, Bylaws of the Board of Trustees, clearly states that the responsibilities of the Board of Trustees are to appoint a president and “to authorize the President to recommend, employ, or dismiss all contractual and other employees of the College subject to policies developed by this Board which will govern the hiring and dismissal of employees, subject also to any current master personnel contract currently in force and approved by the Board.”

[Policy 1070](#) states that “The President and his/her staff will implement policies adopted by the Board of Trustees and will develop and establish appropriate procedures for implementation.”

Policy 4010 is the Faculty’s Collective Bargaining Agreement with the College and codifies both full and part-time faculty [duties and responsibilities](#). Faculty are responsible for teaching and delivering all aspects of credit courses. They have oversight of all academic matters within their courses and with the [design and development of the curriculum and programs](#).

Sources

- 2024-01-24 Board Packet (1)
- FINANCE_Board Financial_2023
- HUMAN RESOURCES_Staffing Report_2022
- mcl-act-331-of-1966
- MICHIGAN_Act 566-of-1978
- OCA Curriculum Handbook CD Process
- Policy Faculty Contract Appendix C 21-24
- PRESIDENT 23-10-25 SC Minutes
- PRESIDENT_1050 Bylaws_2019
- PRESIDENT_1070 governing_2019
- PRESIDENT_AGENDA_2023
- PRESIDENT_Board Appointments_2023
- PRESIDENT_Insurance Status_2023
- PRESIDENT_New Trustee Orientation_2022
- PRESIDENT_New Trustee Orientation_2022
- PRESIDENT_New Trustee Orientation_2022
- PRESIDENT_President Report_2023
- PRESIDENT_Spotlights_2023
- PURCHASING_Board Report_2023
- STRATEGIC_OPERATIONS_SC_Momentum_2021
- WEBSITE_Board Minutes_2023

2.D - Core Component 2.D

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

Argument

2.D

The College recognizes the importance of freedom of expression for students, faculty and staff as noted in [Board policy 1062](#) and [procedure 1062.1](#). This information is made available on the College's website and referenced directly in the [student handbook](#) and [Student Code of Conduct](#). Any alleged violation of this policy should be reported via our SC Aware system and investigated. Since 2019, we have had three investigations related to potential violations of our freedom of expression policy connected with students.

The faculty contract specifically states in [Article III Section 1](#), "Each instructor shall be entitled to freedom of discussion within the classroom on all matters within the framework of the course being taught, which are relevant to the course and within his/her area of competence." The faculty contract also outlines a [grievance process](#) should faculty feel their academic freedoms are infringed upon. Only one grievance has been filed in relation to academic freedom by a faculty member; it was in 2022 when they did not want to wear a mask when the college implemented a masking requirement in accordance with CDC guidelines.

Sources

- BOARD POLICY FACULTY CONTRACT Art 3 Sec 1 21-24
- BOARD POLICY FACULTY CONTRACT ART X 21-24
- BOARD POLICY_1062 2019
- BOARD POLIICY 2011--regulations-governing-students 2016
- BOARD Procedure 1062-1--free-speech-expressive-activity-and-public-forum 2021

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

Research and Analytics is responsible for ensuring the rights, privacy, dignity, and welfare of human subjects involved in studies conducted on or by Schoolcraft College students or employees. [Prior authorization](#) is required by Research and Analytics to conduct primary research or institutional data collection at Schoolcraft College. This procedure is in place to protect research participants/human subjects, support the use of best practices, and prevent survey fatigue among respondents. When a study is approved, the participants receive a letter that illustrates some of the steps taken to ensure ethicality.

The following steps must be taken to conduct human subjects research at Schoolcraft College, including research involving minors:

1. The researcher must submit a research proposal to Research and Analytics.
2. Research and Analytics will review the proposal to determine if it meets the definition of human subjects research.
3. If the proposal meets the definition of human subjects research, it will be forwarded to an external IRB (Institutional Review Board) for review and approval.
4. The IRB will review the proposal and make a decision on whether to approve the research.
5. If the research is approved, the researcher must follow the IRB's guidelines for conducting the research.

Research and Analytics will review research proposals that are exempt from IRB review. In addition to reviewing research requests, the Research and Analytics office offers support and guidance with research design, construction, administration, sampling plans, analysis, and reporting. Furthermore, when appropriate, the Research and Analytics office will facilitate information sharing across the College.

The researcher must comply with [Board Policy 1095 Research Compliance](#) and [Procedure 1095.1 Research Compliance: Authorization to conduct research and collect institutional data](#), [Board Policy 3112 Use of Copyrighted Materials](#), and [Procedure 3112.1 Fair Use of Copyrighted Materials](#), [Board Policy 1030 Code of Ethics/Conflict of Interest](#) and [Procedure 1030.1 Code of Ethics/Conflict](#)

[of Interest](#), and [Board policy 4160 Conflict of Interest](#), and [Policy 4060 Workplace Safety](#). As a Community College, the amount of research conducted is limited.

2.E.2

The faculty are bound by their contract to perform their professional duties in an [ethical manner](#). Faculty and students are required to review the syllabus which includes items about [academic integrity](#). Based on the specific course content faculty may also share expectations on citations and assignment collaboration. There is a mandatory [new faculty orientation](#) that disseminates information on FERPA and discusses student confidentiality responsibilities. Research librarians help faculty and students understand and conduct ethical research. Additionally, [librarians are available](#) for in-class demonstrations of good research practices.

The College applies the [Quality Matters rubric](#) a set of standards for online and blended courses, to its online and blended courses, which includes standards on academic integrity. The [Distance Learning credentialing course series](#) provides faculty with [strategies](#) on the use of the [SafeAssign plagiarism detection tool](#) located within the college's learning management system and knowledge on constructing varied and scaffolded assessment strategies. Likewise, the Distance Learning Instructional Design Team provide several professional development short-length episodes (2016, 2019, and 2022), which [present tools and instructional strategies](#) to the entire campus to encourage academic integrity and minimize potential cheating situations.

The Center for Academic Innovation hosted [three faculty conversations in 2023](#) on the potential impact of generative artificial intelligence (ex. Chat GPT) on teaching, learning, and assessment design. Potential uses for this technology were explored, as well as concerns around academic integrity and strategies for preventing and managing instances of academic dishonesty.

2.E.3

The Student Code of Conduct clearly documents the ethical behavior that is expected of our students and the procedures and potential consequences for violations of the code. The expectations are reviewed with students during required [orientations](#) and in the [College Success course](#), which is mandatory for all First Time At Any College (FTIAC) students. Additionally, an academic integrity [video](#) is sometimes required to be reviewed by students as part of an educational process if the academic misconduct is repetitive or severe.

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

Students have [access to resources](#) that promote learning ethically and with academic integrity including tutors at the Learning Center, Writing Support Studio, NetTutor (online tutoring), SafeAssign (online plagiarism detection tool) and reference librarians.

In addition to teaching course competencies, each course has at least one Core Ability that covers a breadth of skills with two that focus specifically on ethics, research, and the use of information. [Manage Information](#) and [Act Professionally](#) Each reinforce this guidance by focusing on the use of

credible and reliable sources, following industry and academic standards, and upholding the norms of professionalism and integrity. In addition, all Core Ability assessment reviews evaluate the origins of students' work, providing data that reflect this standard at Schoolcraft. Over the course of the history of our Core Ability assessment process, 98.06% (N=5202) of student artifacts reviewed by faculty were evaluated as "artifact appear[ing] to be original work by the student." For Manage Information, 97% of the 781 artifacts were evaluated to be original student work.

2.E.4

The [Student Code of conduct](#) and [faculty contract](#) enforce our academic integrity standards and outline the processes for such investigations. Alleged violations of academic misconduct are all reported and managed through our [SC Aware online reporting system](#), in accordance with the established protocols for the particular audience. This central repository allows us to better see trends in student behavior and address it on an individual or systematic level. This process which started in 2011, has grown in supporting the enforcement of academic honesty and integrity with the Testing Center now reporting in the system irregularities. Additionally, as we have learned from our processes, we will be updating our academic misconduct definitions.

As discussed, professional development opportunities for new and current faculty include how to report academic honesty concerns using the SC Aware tool and options faculty may consider including in their section level syllabus language related to enforcement. Currently each section level syllabus has a required section about Academic Integrity (as provided in 2.E.3) where faculty can add information about enforcement within their classroom, which would be in addition to the consequences via the code of conduct. Support is provided to faculty in crafting their syllabi text to complement the institutional language.

Sources

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- BOARD POLICY 2011--regulations-governing-students 2016
- BOARD POLICY 3112--use-of-copyrighted-materials 2019
- BOARD POLICY_ 1030 Code of Ethics_ 2019
- BOARD POLICY_ 4060--Workplace Safety 2015
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- CAI chatGPT-ppl-syllabus
- CAI DLT Academic Dishonesty chapter 2023
- CAI DLT Creating an Academic Integrity Policy
- CAI Safe Assign Resource 2023
- CAI WB W22 breakout Academic Integrity
- CAI Whats your Problem Integrity episodes
- CAO NEW FACULTY ORIENTATION Ferpa 23
- DL QM Rubric 7th Edition
- DL-credentialing-flyer 23
- LSS Learning Support Services Offerings 2023
- LSS Website Librarians 23
- OCA ACCT 103 WCSA 2023

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- OCA core ability rubric-act-professionally
- OCA rubric-manage-information 2023
- PRESIDENT 1030-1--code-of-ethics-conflict-of-interest (1)
- President 2021-2024-faculty-contract p6
- President Faculty Contract 21-24 p41
- PRESIDENT Procedure 3112.1
- PRESIDENT_4160 conflict-of-interest_2006
- SS New Student Orientation BB Org 23
- Student Relations Preventing plagiarism Video
- Student Relations SC Aware Website 2023

2.S - Criterion 2 - Summary

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

Summary

Schoolcraft College's vision and values state the significant roles that integrity and ethical practices play in the operations of the college. Our governing Board of Trustees is highly capable in their fiduciary role; they are thoughtful about the way in which various perspectives are considered in their decision-making framework, but conscious of not being inappropriately influenced. The Board acknowledges that institutional operations and academic oversight are the responsibility of the administration and faculty. Numerous institutional policies and procedures reinforce the ethical standards and expectations related to research and academic scholarship. Multiple avenues exist to both support and enforce such standards. Being transparent in what we do, how we do it, and why we do it, is important for us to be a respected member of the community. In recognition of this responsibility, we follow principled operational processes and provide accurate internal and external communication.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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).

Argument

3.A.1.

Schoolcraft's [programs](#) include: one bachelor's degree, seven associate degrees, four post-associate certificates, 42 certificates, and 20 skills certificates. Information about these offerings is available in the [online catalog](#). The number of [credits](#) for the programs align with requirements established as standards by the Department of Education and Higher Learning Commission and third-party accreditors (where applicable).

Following our [performance-based learning approach](#), all courses have institutionally established (through the [Curriculum Committee Process](#)) course competencies (or learner outcomes) that define what students should know and be able to demonstrate upon successfully completing the course. The level of performance expected for each course is evaluated during the development of curricula and mapped across a program's learning progression using [Exit Learning Outcomes Matrices \(ELOMS\)](#), competency-to-competency based requisite mapping, and differentiated through an evaluation of learning standards. In general, 100-level courses are introductory studies in general areas of knowledge or work in basic skills. 200-level courses include intensive studies in general areas of knowledge, basic studies in specialized fields of knowledge, or work in intermediate skills. The course competencies are determined by faculty subject matter experts and validated through industry professionals/organizations for occupational programs or through transfer institutions for liberal arts and science. The mapping of curriculum reinforces the success of students in a series of courses as information is introduced, practiced, and assessed at every level of learning.

The College evaluates the currency and relevancy of our program offerings through several approaches.

- We learn from our graduates using a [graduate survey](#) so they can continue to shape our programs through their lived experience.

- Annual [occupational program advisory board meeting agendas](#) provide opportunities for faculty, industry experts, and instructional administrators to come together to review curriculum, external assessment results such as [employer surveys](#) (if appropriate), Program Outcome results (refer to 4.B), and Core Ability assessment data (refer to 4.B). We also utilize feedback from our accrediting bodies. Most recently, in 2023, the Radiologic Technology Program adapted the [program's current layout](#), which adjusted the course requisites and timing, course content, and learning outcomes to address recommendations made by the [Joint Review Committee on Education in Radiologic Technology \(JRCERT\)](#) accrediting body.
- For Liberal Arts and Science, our transfer institutions review course offerings to ensure they are current. Schoolcraft participates in the [MITransfer Pathways project](#) where faculty from universities and community colleges convene to evaluate specific courses within a set of disciplines (e.g. Biology, Psychology or Business). Curricular updates became evident, because of this exercise. Most recently COMA 105 (Introduction to Communication), COMA 240 (Intercultural Communication) and PSYCH 207 (Social Psychology) courses were developed or revised to align with our transfer partners. Schoolcraft participates in [99 articulation agreements](#), 67 with 16 postsecondary institutions and 32 agreements with 10 secondary education institutions. Every three (3) years these articulations are reviewed for relevance and accuracy.
- For non-credit offerings, staff review [student survey data](#) and [enrollment trends](#) each semester to determine future offerings. For example, enrollment in Lifelong Learning Lectures grew from 1562 students in 2019 to 2248 students in 2023 by responding to students' requests for specific speakers and topics. As a result of the pandemic shutdown, enrollment in Yoga classes declined by 64% to just 483 students in 2021. Hy-flex yoga classes were then implemented so that students could attend virtually as well as in person, increasing enrollment to 1361 in 2023. In contrast, test preparation courses for TEAS, GED, and GMAT were discontinued in 2023, as enrollment dropped year over year from 105 students in 2019 to 12 students in 2022.

3.A.2.

Schoolcraft adopted [performance-based learning](#) as our curriculum development framework and utilizes program level [curriculum mapping](#) to evaluate levels of learning. [Curriculum maps](#) provide a tool for faculty to evaluate course relationships and the progression of learning, application, and assessment within the program. Each program is built into an [Exit Learning Outcome Matrix \(ELOM\)](#). The ELOM shows the distribution of courses for the program, from program specific, program supportive, General Education, to electives. The ELOM also lists program outcomes and identifies where they are taught and assessed. As denoted in the ELOM, the program outcomes are taught in each of the program specific courses and are embedded in any affiliated programs; therefore, a subset of an associate-level program's outcomes are mapped in the ELOMs to ensure that the smaller, stackable credentials, prepare the students for continued success. Core Abilities (institutional outcomes), appropriate to the program, are distributed across program courses, as noted in the ELOM, to assure students have the opportunity to learn and demonstrate their proficiency. [Policy 1020, Core Abilities and General Education](#), guides faculty on the requirements for the College's institutional goals, "Core Abilities" and the General Education Requirements for associate and bachelor's degrees. Program requirements are available to students through the College's catalog which is available on our website. The [syllabi](#) communicate the learning goals/course competencies for the course directly to the student.

3.A.3

College policies regarding instructional time per course credit, instructor responsibilities and student responsibilities are the same for all modalities, locations, and term lengths.

For every course offered at the College a [common syllabus](#) is developed and once approved through [Curriculum Committee](#), is used by instructional faculty, regardless of the modality in which the course is offered or the location where offered. Faculty can personalize certain elements of their syllabi, such as: how late assignments are handled, adding to the Grading Rationale section, and adjusting the schedule while certain elements cannot be changed, such as course description, course competencies, and support services available. The [“What Part of the Syllabus Can I Edit”](#) document was produced for faculty as a guide to personalize their syllabus. Some disciplines have incorporated [common assessments](#) within courses as a means to standardized evaluation of student success. The [Online Instruction Committee](#) exists to approve each online course before being offered, ensuring compliance with the common course syllabus and, as a Quality Matters (QM) institution since 2008, a [customized QM Rubric](#). The cyclical maintenance of an online course includes an examination of various course metrics by modality to analyze and address (if applicable) student success between modalities. All Deans, Associate Deans, and faculty collaborate with the Dean of Distance Learning and the centralized Distance Learning department to ensure that all courses regardless of modality meet the expected curricular standards.

All programs, regardless of location offered or modality, participate in the Annual Wellness Check as a mechanism for conveying and informing quality.

Sources

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- COMMON SYLLABUS _ACCT 138
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- OCA Curriculum Handbook v2 Curriculum Mapping 2023
- OCA ELOM Accounting 2023
- OCA ELOM LAS 2023
- OCA ENG_Final_English Curriculum Mapping
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- OCA Math 113 syllabus grading rationale
- OCA MTA Pathways Catalog 2023
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- OCA November 2023 Curriculum Committee Post-Meeting Agenda
- OCA Performance based approach handbook 2024
- OCA RAD Program Layout Plan Revision
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- Policies 1020 Core Abilities and General Education 9_28_22
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- RA_Graduate Follow-Up Survey Results 2021 Scorecard

- RA_Culinary Arts_Employer_2023
- TA FY23 Lifelong Learning Enrollment
- Website_Articulation Agreements_2023
- website_credit and contact hours_2023

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

[Schoolcraft's Policy 1020, Core Abilities and General Education](#) defines the College's institutional goals, "Core Abilities" and General Education requirements for associate and bachelor's degrees. According to this policy, students require a breadth of knowledge and experiences beyond the skills and abilities obtained through a defined program. Our catalog notes that [general education requirements](#) address the knowledge, intellectual concepts, and attitudes associated with being an educated and well-rounded person. [These graduation requirements](#) include coursework in the following areas of study: English, Humanities, Mathematics, Natural Science, and Social Sciences (16 - 24 credits for an Associate's degree or a minimum of 30 credits for a Bachelor's degree. The bachelor's requirements align in the same distribution areas as the associate degree requirements; however, the number of credits and courses differ. The program outcomes for General Education are noted in our [Exit Learning Outcomes Matrices](#) and as defined in our [Curriculum handbook](#).

Schoolcraft also participates in the statewide [Michigan Transfer Agreement \(MTA\)](#) which aligns with university General Education requirements and provides students the opportunity to obtain an MTA endorsement. This endorsement allows for the transfer of a block of 30 General Education credits to any participating Michigan university.

3.B.2.

The basis of Schoolcraft College's General Education has been grounded in an ongoing evaluation of literature and best practices, with a more recent awareness of statewide alignment. Through the years, Schoolcraft has been affiliated with work through the League for Innovation, gained strategic input by stakeholders, as well as synthesized feedback from Northcentral and Higher Learning Commission accrediting reports.

In partnership with faculty, administrative, and other key stakeholders input, the Schoolcraft General Education model shifted in 2007 from a small select set of ten Liberal Arts and Sciences and Occupational courses, that provided a broad experience and assessed affiliated core skills, to a model of General Education where [all Liberal Arts and Science courses in five distribution areas](#) were identified as the college's requirements.

Additionally, the core skills were detached from the General Education outcomes and adapted into a set of Core Abilities, that were defined by faculty and were managed as separate and measurable learning outcomes. This separated the concepts of General Education and core skills into a delineated model that would more succinctly define the general education course requirements, while broadening the exposures to the new version of the core skills (Core Abilities). The result of this process was the creation of policy [1020 General Education & Core Abilities](#).

The core skills that had been found in a small segment of the 10 courses selected by students, instead now would be taught and assessed as the 8 Core Abilities (OCA Core Abilities) found in every credit course and across every associate and bachelor level program offered at Schoolcraft. This new model exposed graduating students to the introduction, reinforcing, and gained proficiency of these core abilities in every course in their academic program.

As the [State of Michigan's Michigan Transfer Agreement \(MTA\)](#) became central to transfer students' portability of classes through guarantees of meeting participating university's general education requirements, the College adapted the transfer degree requirements in 2014 to allow students to achieve the [MTA endorsement](#) along with their transfer associate degree, as appropriate.

In an effort to stay relevant to industry and business needs, a confirmative assessment of the 8 Core Abilities was conducted in 2016-2017 which resulted in recommended changes that have since been implemented, with the largest change that in 2021 shifted the [Core Ability Act Responsibly to Act Professionally](#).

Likewise, beginning with a pilot study in 2019, the Core Abilities have shifted from not only being assessed across every course, but also are currently being measured through various Student Services departments as a measure of co-curricular assessment as noted in our Criteria 4.B response.

3.B.3

The first pillar of the college's strategic plan, [SC Momentum](#), is "Inclusion, Diversity, Equity, and Access." A tactic of that plan was the creation of a Department of Equity and Engagement and development of their [own strategic plan](#). These commitments to recognizing human and cultural diversity have supported our existing opportunities and allowed the college to grow in new initiatives. The Department of Equity and Engagement has supported [numerous opportunities](#) for the campus community to recognize and support cultural diversity. Students support this work in many ways including being part of the [IDEA fellowship leadership program](#).

As part of our General Education requirements, students must complete courses in both the [Humanities and Social Sciences distribution areas](#), offering opportunities for students to learn about human and cultural diversity in many of these courses. The Social Science general education program outcome states that students should demonstrate the ability to "analyze critical research, theories, social problems or institutions that define an individual's role in civic and global settings." This outcome is addressed in all of our Social Science courses and assessed in our General Education Outcomes assessment. Also, one of the College's Core Abilities, distributed across all degrees, is for

students to Demonstrate Social and Cultural Awareness. Faculty assess student artifacts, according to the [prescribed rubric](#).

Outside of the formal classroom, there are numerous other growth opportunities for students. The [Schoolcraft College International Institute \(SCII\)](#) – an active affiliate of the Midwest International Institute - is a faculty-driven group.” SCII “strives to coordinate cross-cultural learning opportunities for campus and the community by infusing international content into coursework, programs, and other Schoolcraft College activities. The goal is to develop an appreciation of the diversities and commonalities among world cultures, and better understand the global forces shaping our lives.”

SCII publishes the [International Agenda](#), a bi-annual magazine that focuses on international and intercultural education. In addition to the popular Multicultural Fair, SCII sponsors a thematic speaker [Focus Series](#), an intellectual roundtable called Globalyzers, and other events and informational sessions designed to raise global and cultural awareness. SCII promotes and maintains a global endorsement for students. Since 2006, nearly 5,000 students have earned a [Global Endorsement](#), a collection of designated courses, with a global focus, pre-approved through a faculty-designed rubric.

Schoolcraft faculty offer [educational trips abroad annually for students and community members](#). For example, in 2023, faculty coordinated a Discover Europe trip that led a 15-day tour to London, Paris, and Berlin and more. Looking forward to 2024, faculty will host students through the ancient cities in Italy and Greece.

The Student Activities office provides students the opportunity to create and operate clubs of interest to the campus community. In 2022-23, a [variety of clubs](#) celebrated the rich diversity of our campus, including Arab Women Unity, Asian Student Association, Black Student Union, Christian Challenge, Native American Club, Safe Place, and the United Hispanics Club.

Schoolcraft has always had staff that support the international student admissions experience, but the [International Student Center](#) was created in Fall 2019 to provide not only support in the admissions process, but they also provide personalized Visa assistance, academic advising, on and off-campus employment, and health insurance. We currently welcome a [diverse group of students](#) from more than 59 countries around the world.

3.B.4

Although research is not a primary focus of a community college’s mission, many faculty and students contribute to scholarship, creative work and knowledge discovery.

Both full- and part time faculty are encouraged to, and frequently participate in, scholarly work through professional development activities, conference presentations, and scholarly writing and publishing. Individual faculty have pursued research opportunities with numerous organizations including the National Science Foundation, the Community College Humanities Association, Fulbright Programs and the Metro Detroit Historians Collegium. The College also publishes the [Community College Enterprise](#), a peer-reviewed research journal and a literary magazine, [The MacGuffin \(40 years\)](#), which are managed by full-time faculty members.

Students can demonstrate their skills and abilities within the creative realm when demonstrating their proficiency with the [Core Ability Demonstrate Creative and Critical Thinking](#) and by participating in the [annual Howard Malinoski award, Pythagorean awards, Kehrl awards,](#)

[Pageturner's Award](#), and [Annual Art Showcase](#). Students submit their scholarly and creative works for a juried review for the particular award.

Our [Center for Experiential Learning \(CEL\)](#) organizes authentic, scholarly opportunities for students both in and out of the classroom. The CEL program promotes collaboration between students, faculty, community, university, and employer partners which contribute to our global community and workforce. Some examples of CEL Programming include:

[STEAMz](#) is an annual, one-day, student-led summit driven by faculty mentorship, research, and presentation. STEAMz Schoolcraft: Bridging the Arts, Humanities, and Sciences, investigates how the disciplines effectively build on one another in real-world settings to support our students' academic and professional goals. Students are encouraged to submit proposals for formal and lightning presentations, poster presentations, artwork and Computer Graphics Technology (CGT) that bridge the arts, sciences, and humanities for the one-day conference. Selected students are mentored by Schoolcraft faculty as they compose research and complete their projects. Students attend presentation and dry run bootcamps with Schoolcraft faculty and staff in preparation for the event. The one-day conference is held on Schoolcraft's campus and is open to the public. At the [2023 conference](#), twelve students participated in formal or lightning presentations, four students completed poster presentations, and over forty art and CGT pieces were submitted for display.

University of Michigan [Transfer Bridges](#) / Transfer Bridges to the Humanities is designed to provide Schoolcraft with more robust, transfer readiness programs that include rigorous research and experiential learning opportunities including the Engelhardt Social Justice Fellowship, the moMentum fellowship, UROP Community College Summer Fellowship Program (CCSFP), [Great Lakes Arts, Cultures, and Environments \(GLACE\)](#), and the [Detroit River Story Lab \(DRSL\)](#).

[Social Impact Fellows](#) has provided ten students so far, with experiential skills and attributes for college transfer, direct support from faculty and a professional mentor, with a goal to achieve a positive, lasting impact in the community. Fellowships may be linked with specific direct study courses or as stand-alone opportunities with faculty mentorship.

Schoolcraft College International Institute (SCII) (see 3.B.3) creates cross-cultural learning opportunities for students infusing international content into coursework, programs, and other Schoolcraft College activities. Students develop an appreciation of the diversities and commonalities among world cultures.

[Scholars Honors Program](#) allows scholars to engage in frequent interaction with peers and faculty in a learning environment that promotes scholarship and community. Scholars are challenged to grow intellectually, increase awareness of society, question the status quo, think critically, work collaboratively, and become involved in the community through service-learning projects and are required to complete a capstone project.

[Service Learning](#) connects academic courses with volunteerism to benefit both students and community. Service-Learning builds relationships between academic theory and "real-world" application, fosters a sense of civic responsibility, and kindles interest in lifelong learning. Knowledge, personal growth, and skills developed through service-learning are assessed as learning outcomes and transfer to students' future civic and professional lives.

Fellowship and internship opportunities through campus and community partners are offered to students with aligning faculty mentorship including at Michigan Philharmonic, Livonia Human Relations Commission, and KickstART Farmington.

Summit and Conference attendance and presentation opportunities through community college, university, and community partners with faculty advisors have included the National Collegiate Honors Council, the Mid-East Honors Association Conference, National Conference on Undergraduate Research, Liberal Arts Network for Development and the Undergraduate Resource Opportunity Program. Students attended and presented at National Conference on Undergraduate Research (NCUR) and Institution of Environmental and Electronics Engineers (IEEE) conferences in 2023. Co-curricular social impact workshops/ presentations partnered with campus organizations, student clubs, faculty, and community partners have included Cultural Conversations with International Society, Anthro Insights with Anthropology and Biology departments and A Seat at the Table with Office of Diversity, Equity, Inclusion, Access and Student Activities

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

Schoolcraft College is committed to promoting a campus community that is equitable, diverse, and inclusive. Over the past several years, the percentage of racial diversity amongst employees has increased as noted in our [IPEDS Workplace Diversity data](#) as we strive to match our [student population](#). This same evidence also illustrates that 60% of our employees are women, which is 2% greater than the female population of our student body. Schoolcraft College is the most diverse community college in the state, as noted by the [Community College Review](#) and we are aware of our responsibility to better represent our student body. In accordance with our [Inclusion, Diversity, Equity, and Access \(IDEA\) Strategic Plan objective 1: Enhance Access and Success](#), “we are beginning to create a system to focus on recruitment, hiring, and retention of faculty and staff members from historically excluded populations. Our first step has been to review the campuses demographic representation and we are forming teams in the appropriate areas to begin to address representational gaps.”

3.C.2

Faculty Composition

The College has sufficient numbers of full-time and adjunct faculty to carry out classroom and non-classroom roles as noted in the Faculty Contract. Both the Full-time and Part-time faculty are part of the same collective bargaining unit that prioritizes and ensures continuity of employment for its members. Schoolcraft currently employs [89 full-time faculty](#) and 298 part-time faculty who are on a

discipline specific [Preference points list](#) and teach sections based on schedule needs. Between 2020 and 2023 we added eight health profession programs and hired 5 full time faculty members in these new areas to meet student needs and accreditation requirements. A decrease in enrollment impacts the number of sections offered; 3605 sections were offered in 2018 compared to 3087 in 2022. Despite this 14% decrease, administrators continuously evaluate the need to hire faculty. Almost all Full-time non probationary faculty remain at the college until their retirement, creating continuity within departments and institutionally.

Faculty Responsibilities

Faculty's roles and responsibilities are outlined within the faculty [contract](#) and include teaching all credit courses that they select in accordance with the established parameters. In addition to their teaching responsibilities, faculty actively participating in curriculum development, [all distance education course development](#) [institutional assessment](#), collaborative decision making related to college governance, policy making, and discipline specific items such as budget, hiring and crafting minimum competencies.

Curriculum Development

Courses and programs (including learner outcomes) are developed and revised by faculty with support from their Academic Administrator and our Operations, Curriculum and Assessment department in accordance with our [Curriculum Handbook](#). An example of this collaborative curriculum revision process was recently completed by our [Fire and Emergency Services area](#). The faculty serve as the subject matter experts and may utilize feedback from employers, advisory groups, and our Research and Analytics department in making decisions about the curricular needs of the college. A recent example of this is the massive shift by our Math and English department faculty from a stand-alone developmental education model to a corequisite model based on effective practice and [student data](#).

Faculty serve on the [Curriculum Committee](#) which [review and evaluate all curriculum](#). Faculty also create [Ready-To-Teach distance learning course sections](#) for the institution with our Distance Learning department and serve on the [Online Instruction Committee](#) which is responsible for reviewing and approving all distance learning courses.

Assessment

Faculty play a key role in assessing course, program and institutional outcomes as further described in Criteria 4. These assessments have all been created by faculty. At the course level, faculty create [section level assessments](#) in accordance with the [common course syllabus grading rationale section](#). Program level assessments are developed in alignment with the mapped the program's learning outcomes identified in the [Exit Learning Outcomes Matrix \(ELOM\)](#) that allow students to progress in the continuity of their learning. Each department determines how they will assess the program outcomes in accordance with the authentic assessment strategies in their discipline, programs, and areas of study as noted in Criteria 4.B. Finally, our Core Ability (Institutional level) assessment, described in detail in Criteria 4.B, is a collaboration between faculty and the Operations, Curriculum and Assessment. The process involves collecting [artifacts](#) across credit classes on campus to assess students' demonstration of our eight course abilities based on approved rubrics. In the most recent assessment cycle (Cycle 5, which started in Fall 2020 and concluded in Winter 2023), we had 128 full and part time faculty participate in the Core Ability assessment process. Besides faculty that

submitted artifacts, additional faculty participation included:

- 2 faculty members served as Core Ability Faculty Co-Chairs, 13 faculty members served as Core Ability Team Leaders, and one faculty member was the Core Ability Data Analyst.
- 48 faculty members served as artifact reviewers.
- 11 served on committees and pilots related to the creation of Act Professionally and the new Core Ability Representative position.

Governance

Faculty have [contractual seats](#) on Curriculum Committee, the Online Instruction Committee, the Faculty Evaluation Concerns Committee, Faculty Professional Development Committee and Full-time faculty hiring committees. They also serve as [Department Chairpersons and Faculty Representatives](#) playing a vital role, alongside administration, in supporting the functions of the college. Additionally, there are other committees they serve on, for example: [Strategic Enrollment Management Team](#), [Advisory to the Center for Academic Innovation](#), and the [Faculty Evaluation Redesign committee](#) to name a few.

3.C.3

As Schoolcraft College, the term Minimum Competencies define the minimum faculty credentials required for an individual to teach a specific course. These competencies are established at the course level through a collaborative effort between the Academic Administrator of the discipline and the designated faculty Department Chair or Representative. Qualifications considered depend on the discipline, which may include academic degrees, related work experience, professional licensure and certifications, and teaching experience. The process is codified in the [faculty contract](#), but in general follows this procedure:

- A recommendation is generated through discussion by the department.
- The faculty representative discusses with the academic administrator until consensus.
- The final decision is approved jointly by the President of the faculty union and the Chief Academic Officer.

The [list of minimum competencies](#) is maintained by our Operations, Curriculum and Assessment Department and is [reviewed annually by all disciplines](#), academic administrators, the President of the Faculty Forum and the Chief Academic Officer.

When a full-time faculty vacancy occurs, Human Resources posts the position and interested applicants apply to teach at the College. Following the [contractual hiring guidelines](#), Human Resource personnel screen the application to ensure the individual's credentials meet the posting requirements which include the minimum competencies for the courses to be taught. Once verified candidates' applications are routed to the hiring committee for hiring consideration. When the college needs to hire a part-time faculty member, the appropriate contractual [hiring guidelines for part-time faculty](#) is adhered to. When either a full-time or part-time faculty member is to be hired, a [course approval form](#) is initiated by the prospective faculty member and then reviewed by the faculty chair or department representative and the instructional administrator. During this review process, it is confirmed that the potential faculty member meets the minimum competencies to teach. All courses offered by the College are taught by Schoolcraft faculty and we do not participate in any contractual or consortia agreements for providing instruction.

3.C.4

Faculty are evaluated as outlined within [policy 4010 Faculty Forum Agreement](#) and according to the procedures within the [Faculty Evaluation Handbook](#). For evaluation purposes, faculty are divided into four categories: full-time probationary, full-time non-probationary, part-time probationary, and part-time non-probationary.

Students evaluate full-time probationary faculty for three years utilizing the [student IDEA evaluation tool](#). Peers and instructional administrators evaluate full-time probationary faculty at defined intervals during probation; this includes submission of a teaching portfolio. The portfolio is evaluated for [teaching](#), [service](#), and [professional development](#) and is measured according to these defined rubrics. After probation, a full-time faculty member is evaluated [every two years](#). As noted in the process, two years after a full evaluation, a checkpoint review meeting is held, where [a professional development plan](#) is developed.

Probationary part-time faculty complete the same activities as noted above, but their probation lasts for the first six semesters they teach. After probation, full evaluation occurs every four years with a checkpoint review, as noted above, at the two-year point. When faculty complete a full review, an [overall composite score \(OCR\)](#) is determined based on student, peer, and administrator evaluations. Should a non-probationary faculty member earn an OCR below the benchmark of 3.88, he or she is assigned a faculty mentor. The mentoring program involves working with an assigned faculty mentor to create a plan to improve the OCR. Since 2020, 18 faculty have completed this mentoring program and 2 raised their score above the threshold of 3.88. An additional 11 faculty continue to work through their improvement plans and five faculty did not complete the program because they resigned from the college.

As of Fall 2021, the faculty union and college administration have convened a Re-Development Committee for the Faculty Evaluation Process based on a [letter of agreement](#). The [Re-Development Committee](#) consists of faculty, administration, and human resources. We are beginning to pilot pieces of a new system with hopes of full implementation by Fall of 2024. The new faculty evaluation system is based on three pillars: [Content Expertise, Communication & Engagement, Relationship Building & Community Involvement](#). It will include [student surveys each semester](#), a [professional Practice Assessment](#), and an [Individual Growth Plan](#) creating a direct link between a faculty's evaluation work plan and the professional development offerings provided by our Center for Academic Innovation. Our goal is to continue to focus on professional growth and development within the learning environment.

We will be codifying the new system in our next faculty contract negotiation in spring/summer 2024.

3.C.5

We acknowledge that a key to student success is having instructors that are knowledgeable in their disciplines and skilled in instruction. This begins at the hiring process where faculty must initially meet discipline specific minimum competencies to teach at Schoolcraft. In accordance with their [contract](#) faculty are responsible for remaining current in their knowledge/methodology of their respective disciplines, maintaining required credentials, meeting minimum competencies, participating in professional development and the faculty evaluation process.

Academic Administrators and faculty assure that instructors are current in their disciplines through institutional process and resources. The occupational programs review [vocational approval forms](#) on

a regular cycle for each area to affirm the currency of necessary credentials. Additionally, [advisory boards](#) provide a feedback loop to administrators about the contemporary work environment and the skills and knowledge needed by faculty to be current. The faculty evaluation system as described in section 3.C.4, is one of the other ways that the institution assures that faculty have the skills and knowledge to carry out their teaching roles. The college also uses the [SCAWARE reporting system](#) to provide faculty with feedback directly from students.

The faculty evaluation process [provides data](#) to assist the faculty member in determining his or her professional development needs. A Faculty Professional Development Committee reviews aggregate evaluation data and establishes professional development opportunities related to the data. For example, between 2021 and 2023, faculty professional development focused on the major themes of humanizing education in the wake of the pandemic, promoting diversity, equity, access, and inclusion, and the effective integration of instructional technology as noted in 3.C.4. During faculty check-point reviews, [a professional development plan](#) is created to improve teaching skills or to keep them current in their respective area. For example, goals may include ways to improve student engagement or strengthen classroom technology skills. The College also supports faculty development through [tuition waivers and reimbursement, sabbatical leave and professional development funding](#). The contract provides full-time faculty with \$200.00 per fiscal year for the purposes of professional development. A professional development fund of \$40,000 is allocated for part-time faculty members. In 2021-22, \$25,291 and in 2022-2023, \$30,404 was spent on these activities.

Our Center for Academic Innovation is the hub for our internal professional development. This office coordinates recurring professional development opportunities, including the institution's bi-annual [New Faculty Orientation](#) and [Welcome Back events](#), as well as the [Distance Learning Credentialing Series](#) required for faculty who desire to teach and develop Distance Learning Courses. In addition, the Center for Academic Innovation staff design and deliver on-going professional development opportunities on variety of topics related to effective pedagogy, instructional technology, and creating and maintaining effective learning environments. The Center also works with stakeholders from Learning Support Services, the Office of Equity and Engagement, Operations, Curriculum and Assessment (OCA), Globalyzers, Faculty Forum, and others to create, promote, and deliver [professional development sessions](#) on relevant topics throughout the year. During the 2022-2023 academic year, the Center for Academic Innovation also coordinated a year-long institutional read of [Becoming a Student-Ready College](#) by Dr. Tia McNair that brought together faculty and stakeholders from across campus to participate in several small discussions centered around the themes presented in the book.

3.C.6

Schoolcraft requires faculty to be available for student inquiries, as noted within the faculty contract under [job responsibilities](#). Full-time faculty identify and post, on their syllabi and near their offices, [five \(5\) on-campus office hours per week](#). Both full-time and part-time faculty are encouraged to hold virtual student consultation opportunities using web conferencing tools. Part-time faculty are contractually required to be available for [student consultations](#) and post on their syllabi how their student consultations are conducted. Full- and part-time faculty post contact information on their respective syllabi. Findings from our most recent 2023 Program Review of Occupational Programs (PROE) survey of students indicated that 78% of students felt that "The instructor(s) is available and answers my questions in a timely fashion."

Faculty are also available to students through their participation in campus activities outside of the

classroom. Many [faculty are advisors to campus clubs](#) including the math & physics club, environmental club, safe place, the philosophy club, the manufacturing club all of which provide the opportunity for further engagement. Additionally, faculty are actively engaged in other events that provide faculty/ student interaction including park and river clean ups, globalizers meetings, musical and theatrical performances, clinical settings, culinary program services.

3.C.7

Qualifications

Every job description at Schoolcraft College has clearly defined roles and required qualifications. All staff meet and often exceed the minimum requirements based on these descriptions and adherence to this is assured through the institutional hiring process through our centralized Human Resources department, as defined in Criteria 5.B.1.

Training & Support

For staff, [initial onboarding to the college](#) is completed by the Human Resources Department. Then, due to the unique skills and responsibilities of each department, the staff member's supervisor is responsible for continuing the onboarding process, such as [Advising](#), [Learning Support Services](#), [Admissions](#), and the [Registration Center](#).

Staff training and support is ongoing. Sometimes whole departments might participate in a [training event](#), however other departments, due to their office responsibilities, might [support individual training opportunities](#) with the expectation that they share back with their team.

Documentation of processes also supports the work of employees. Having area [handbooks for specific categories of employees](#), [departments](#), and [tech how-tos](#), and [Just In Time Job Aids](#) continue to be a valuable support resource particularly with the various nuances that develop in some of our student services areas.

Our academic advisors are part of the Faculty Forum bargaining unit and have access to [codified professional development funds](#) on an annual basis. Other employee groups (both those in collective bargaining units and non-union) also have access to professional development funding through designated budget lines in their department.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

Students at Schoolcraft College are supported through a comprehensive system of student services, including but not limited to the following:

The [Learning Support Services department](#) provides free academic support programs available to all students. [Services](#) include the Bradner Library, Learning Center, Academic Success Coaching, and the Early Action program.

The Bradner Library (see 3.D.4) provides access to resources supporting student learning and research and includes services that support and promote information, data, and academic inquiry. The library databases are available on campus and online through a student's Blackboard account. Students can access computers, a free laptop loan kiosk, study rooms and spaces, and printing at the library.

[The Learning Center](#) includes drop-in and by appointment tutoring and [writing support](#), and the Peer Assisted Learning Program. Students may access supplemental academic resources, course materials, textbooks, [group tutoring](#), and [individual tutoring sessions](#). Peer-to-peer academic support through the Learning Center is offered in person, and virtually using BlackBoard Collaborate Web conferencing. Additional tutoring services are provided virtually, 24 hours a day through [NetTutor](#). Approximately [18% of our student body](#) interacts with this department per year.

- [Academic Success Coaching](#) provides individualized appointments focusing on study skills, time management, test preparation and note taking. Coaches are learning specialists with expertise in the following subject areas: English, mathematics, reading, test preparation, writing, and English as a foreign language. In addition, coaches provide TEAS Prep mentorship and international learning support. Students enrolled in gateway courses with a co-requisite must use coaching services.
- The [Early Action](#) program is a Retention Alert system in which faculty refer students to Learning Support Services when they notice a student has low attendance or performance in a

course, or if they determine that the student may benefit from academic support outreach. Coaches provide personalized support to each student who is reported. Students are encouraged to proactively contact Learning Support Services to stay on track with their academics as a part of this program.

[The Disability Support Services](#) office ensures equal access to programs and activities by facilitating accommodations and by providing encouragement and support for [students with disabilities](#). Accommodations may include testing accommodations in collaboration with the Testing Center, recording devices, note takers, distraction-free space, and/or use of read/write software. Each year Disability Services registers an average of 221 new students a year [through their verification process](#).

[Hinkle Student Resource Center](#) connects students with [resources on- campus and in the community](#). This can include food or clothing insecurity, transportation, health care, and support for mental health, addiction and domestic violence. Hinkle is also the home for the Hot Spot Loan Program, [Student Support scholarships](#) for tuition, fees, and textbooks, and the emergency scholarship for non-academic needs. The College has an onsite food pantry located in Student Activities. The [number of student served](#) is highest at the beginning of each semester.

[Career Services](#) offers student employee opportunities on-campus, and a variety of career service support such as resume reviews, cover letter writing, exploring careers through Career Coach software, and job search assistance through the College Central job board and employer relationships. Career Services hosts [two annual job fairs](#) a year with more than 100 employers in attendance. In 2023 approximately 1,560 students were serviced with 68% related to student employment, 31% resume assistance, and 1% interview strategies.

[Admissions and Registration](#) assists students with completing an application, registering for classes and completing the online [new student orientation](#) (the content of which is available to the student throughout their student cycle). Their services are available in person and over the phone. Students receive text message nudging and emails to help them navigate each step of the onboarding process from application to registration.

[Financial Services](#) provides support services that aid students in accessing institutional, state, federal, and private forms of financial aid.

[Veterans Services](#) provides oversight and coordination of educational benefits programs, ensures [courses meet Veteran Affairs and Federal Tuition Assistance requirements](#), provides [unique support services](#) and referrals, and builds community among active and former military service members and their families. Veteran Services has supported an average of [470 students per year, over the past five years](#). The Veteran's Center recently completed a renovation and expansion to facilitate collaborative learning and social engagement.

[International Student Center](#) works one on one with international students interested in attending Schoolcraft College. International services include applying for admissions, I-20 issuance, obtaining a student visa, transcript evaluation process, academic advising, securing health insurance, and maintaining government compliance. Wrap around support aids in transitioning into US culture and the College such as new student orientation, workshops, a [newsletter](#), on-campus employment opportunities and activities to keep the student engaged in the campus and the surrounding community. More than 200 international students attend SC each year and represent 60 different countries.

[Student Relations](#) serves students by housing the [SC Aware](#) online reporting system which processes and responds to complaints, assists students with requests for late drop, withdrawal, and retake credit, or helps when students don't know what their options are in various situations. Student Relations also addresses reports of concerning behavior, and misconduct. This office also provides [mental health support](#) through support groups and access to online support. [SC Be Well is](#) a Wellness Hub – digital platform that includes a Student Engagement app including 12/7 clinical support, mental health awareness campaign, offers a 24/7/365 coverage telephone line, a self-guided Internet based Cognitive Behavioral training, and treatment options including up to 5 visits per issue per student per year.

3.D.2

With the mission of being an open-door institution, we know that it is critical to have systems in place to direct all students in academic pathways that will support their success. New students are provided with an appropriate [New Student Checklist](#). Several of the steps on the checklist include the collection of multiple measures of a student's academic skills. The student submits previous transcripts and SAT/ACT score, if available. Before registering, a student must meet with an Academic Advisor to help determine the appropriate program, courses for their program and the [level of course in which they should be enrolling](#). [An advising worksheet](#) is used to guide the conversation and allows for the collection of even more placement measures including high school grade point average (if within 10 years) and if applicable, completion of a [Math Readiness worksheet](#). An educational plan is created for each student and where appropriate, necessary support services are identified.

When it is determined that a student is underprepared in Mathematics and/or Reading/Writing, Schoolcraft College has adopted a [co-requisite model](#) to support these students in their college level courses. Students are advised to enroll in both the college level course and the [applicable co-requisite course](#).

Additionally, to support foundation skills, Learning Support Services offers short-term group boot camps and tutoring sessions as noted in 3.D.1.

Schoolcraft recognizes that preparing students to be successful in college is also about helping them understand college and the myriad of resources available to help them be successful. As noted in the new student checklist mentioned previously in this section, all new students are required to complete the virtual New Student Orientation. During New Student Orientation, students learn about various support services, policies, and navigating their student portal and our Learning Management System, Blackboard (see 3.D.1 Admissions and Registration).

The College offers coursework on [Student Success and Career Development](#) that includes foundational skills for academic success, facilitates career exploration, and hones fundamental skills for career success to prepare students for college-level work.

3.D.3

The Academic Advising office at Schoolcraft College provides students with academic, career, and transfer advising services. The department has nine full-time Academic Advisors, one Part-time Academic Advisor, and one Part-time Transfer Coordinator to meet [student appointment needs](#). Students can choose to [meet with an Advisor](#) either with an appointment or as drop-in, in one of three modalities, 1) in-person, 2) via live web conferencing, or 3) phone. In late September 2023,

Schoolcraft launched [onsite advising](#) in all of the academic buildings at all three of our locations. This additional service gives students the opportunity to meet with their advisor in the same building where their program specific classes are located and provides Academic Administrators, Schoolcraft faculty and Advisors an opportunity to build relationships to better support student needs.

Academic advisors are assigned [areas of study](#) in alignment with our Academic Pathways. This allows advisors to become more familiar with specific programs, courses, careers, faculty, and administrators, allowing the student to receive more program specific information.

Based on our student's needs, we offer three types of advising: Career, Academic, and Transfer.

- Career Advising - For our students that are not sure of the type of career that they would like to pursue, we have Career Advising. Using a “backward” planning model, the Advisor helps the student identify their career goal using our free online career assessment & research tool, [Career Coach](#), that can be used to explore, prepare for, and find the right career. Then, Advisors use the [Career Coach Worksheet](#) to help students review their Career Coach assessment results and identify a career goal and the appropriate academic program choice.
- Academic Advising - For our students who have determined their career path, advisors create education plans using the [Student Planning tool](#) and in alignment with the student's program layout. Students can register for sections directly from their personalized education plan and communicate changes to their advisor using the same tool. The Student Planning tool is accessible at any time from the Ocelot Access student portal.
- Transfer Advising- For our students who are planning to transfer to a four-year university, Advisors show the transfer routes students can take in the state of Michigan and help them plan their pathway. We maintain a [website for all transfer student resources](#) that include Michigan Transfer Agreement, transfer guides, articulation agreements, and course-by-course equivalencies.

3.D.4

The Center for Academic Innovation (CAI) focuses on [three pillars: professional development, technology, and space](#). Through the collaborative effort of faculty, the Academic Division, Media, and Information Technology, the Center for Academic Innovation and its [Advisory Team](#) design and provide access to the spaces, tools, and support resources necessary for faculty to execute the mission of improving student learning, retention, persistence, and the overall educational experience offered by Schoolcraft College. In 2022, the Center began a review of formal learning spaces based on the Learning Spaces Rating System tool developed by EDUCAUSE. The review focused on a representative sample of classrooms across campus and included an infrastructure review by a [sub-committee of technology, media, and design experts](#), as well as both student- and faculty-facing surveys [designed to capture the experience of teaching and learning in the identified spaces](#). Data from this project has been [collected](#) and [analyzed](#) and the Center for Academic Innovation's Advisory Team is currently drafting a Learning Spaces Plan for stakeholders to reference for future renovations and construction projects.

Innovative Classroom & Learning Spaces

Currently, we have [282 rooms classified as either classroom, lab or computer lab](#) for a total of 227,

837 square feet of classroom area. 112 classrooms contain instructor computer stations and monitors, projectors, whiteboards, and document cameras. 87 rooms contain webcams for synchronous remote learning opportunities. There are 126 specialty labs related to the sciences, health professions, manufacturing, and emergency services and 44 computer labs.

In 2021, we began offering classes in our newly renovated [Health Sciences Center](#) which supports our numerous health profession programs with state-of-the-art medical facilities that mirror current hospital standard equipment. These medical labs include an imaging suite, sterile processing room, a surgical tech theater and a simulated pharmacy. We also have [off-site clinical partners](#) to allow students the opportunity to complete the necessary clinical hours for the healthcare programs.

To support the diversity of our programs, we have numerous unique teaching and learning spaces. Our science disciplines benefit from a cadaver room, science labs for microbiology and chemistry, and a designated space for the [Scanning Electron Microscope](#). Other specialty spaces on campus include the nursing simulation lab, fine art studios, music spaces, and the Hartman Theatre. Our Movement Science lab includes specialized equipment for assessing health and wellness and is housed in our newly built [Elite Sports Center](#) which was constructed in partnership with Trinity Health and Michigan Elite Volleyball. Our Culinary Program began classes in Fall 2023 in our newly renovated [Vistatech Center](#), providing upgraded kitchen, restaurant and food retail spaces for our students within the Culinary program.

In addition to our main location, we have two additional locations to provide the best facilities for designated occupational programs. In 2020, we opened our [Manufacturing and Engineering Center](#) which offers 37 welding stations, including a designated space for American Welding Association Testing, in addition to numerous manufacturing, materials, Computer Aided Design (CAD), 3-D printing, and robotics labs. Our [Public Safety Training Complex](#) provides our police and fire academies and local departments with access to a driving pad, fire tower, maze room, and FireArms Training Systems (FATS).

Faculty Offices

Each full-time faculty member has their own office near the location of their classrooms/laboratories. Part-time faculty have access to shared office spaces located throughout campus. These offices provide space for faculty to complete the administrative work of teaching and to meet with students. Each space has supportive equipment such as phones, computers, printers, copiers, and scantron machines. Additionally, faculty have access to a [Design and Duplication Center](#) to help create materials for their classroom and campus activities.

Technological Infrastructure

The College utilizes Blackboard as its Learning Management System (LMS). This software is used by faculty in every section offered regardless of modality as required in the [faculty contract](#). The Center for Academic Innovation provides basic technical support and instructional assistance for using the LMS, as well as [designs and delivers training](#) and support resources to assist faculty and students in its use. Our Information Technology department provides support for classroom and teaching technologies in addition to student labs, faculty computers, and the wired/wireless infrastructure on campus. The Help & Blackboard Support team assists with the use of technology. A [Media support](#) phone number is noted in every classroom for immediate support that might be affecting classroom operations.

Library

The [Bradner Library](#) is part of the [Learning Support Services department](#) and provides resources to support teaching and learning. Our [College's Reference librarians](#) are assigned to specific disciplines to assist faculty and students with their scholarly research, accessing and utilizing libguides, and provide information on how to use College-supported databases. Within the library, students have access to computers, a variety of electronic databases including EBSCO databases, online subscriptions, reference materials, books, and periodicals. The library houses four group study rooms, 30 desktop computer stations, and a grant-funded laptop loan kiosk with 12 laptops for short-term use. To accommodate students with various needs, the library desktop computers have various specialized software, such as Read and Write, that aid students in their courses and with learning. Librarians also support teaching and learning with [classroom visits](#) and host semester workshops open to students and faculty regarding how to conduct scholarly research, how to use databases, locating statistical resources, and tips on finding resources on argumentative research. The library is open for approximately [60 hours a week throughout the Fall and Winter semesters, and 55 hours a week through the Spring and Summer semesters](#). In addition, the Learning Center, which is in the Bradner Library, offers scientific and graphing calculators, desktop computers with specialized software for classes such as Computer Information Systems and Computer Aided Design, and course textbooks for student use within the center.

Physical Education Building/ Fitness Center

The [Physical Education](#) building is home to a pool, gym, yoga room, racquetball courts and a fitness center. The Fitness Center is located in the Physical Education building and serves students, employees, and community members. Additionally, it serves as a classroom for both credit and non-credit courses.

Sources

- 3.D.1 Assistance and Resources Brochure Hinkle Center 2023
- 3.D.1 Connect with Us Career Services 2023
- 3.D.1 Credit Registration Form Registration 2023
- 3.D.1 Disability Verification Disability Support Services 2023
- 3.D.1 Disability Services Disability Support Services 2022
- 3.D.1 Early Action Learning Support Services 2023
- 3.D.1 International Services Newsletters International Student Center 2023
- 3.D.1 International Student Info Graphic International Student Center 2023
- 3.D.1 Learning Center Workshops Learning Support Services 2023
- 3.D.1 Learning Support Services Brochure Learning Support Services 2023
- 3.D.1 LSS usage data 22_23
- 3.D.1 Mental Health Support _ Group counseling Student Relations 2023
- 3.D.1 New Student Orientation Online Curriculum Admissions 2023
- 3.D.1 SC Be Well Student Relations 2023
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- 3.D.1 Student Support Scholarship Hinkle Center 2023
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- 3.D.1 Tutor Schedule Learning Support Services 3.D.1
- 3.D.1 Veterans Priority Registration Veterans 2023
- 3.D.1 Veterans Services Checklist Veterans 2023
- 3.D.1 Welcome to Fall 2023 Semester Learning Support Services 2023
- 3.D.1 Writing Support Studio Learning Support Services 2023
- 3.D.2 Math Readiness Worksheet Academic Advising 2023
- 3.D.2 Winter 2024 New Student Advising Worksheet Academic Advising 2023
- 3.D.2. OCA CAB 102 WCSA 2023
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- Admission Checklists
- CAI Classroom subcommittee 2022
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- CAI lsr-executive-summary
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- HLC Hinkle Data 2024
- LAS Dev Ed at Schoolcraft
- LAS new coreqs with rationale 2020
- LAS Placement Chart Spring 2024 with MATH 013 POST CC Edits Markup 2023 Nov Info Only
- Learning Support Services _Fall 2023
- LSS Academic Success Coaches website
- LSS Learning Center website
- LSS nettutor-directions
- LSS Website Librarians 23
- OCA Building Rooms Report by Room Type as of 10.18.23
- Policy Faculty Contract Appendix C 21-24
- PSTC LEIS facilities brochure
- SS Academic Advising website
- SS Advising SourceReport Advising2020-2023
- SS Career Services Career Coach website
- SS Transfer Out Website
- Veteran Enrollment Indicators
- Veterans Center web
- Website Bradner Library
- Website Bradner Library hours
- Website DDC

- Website Electron Microscope
- Website ESC Opening
- Website Fitness and Recreation
- Website HSC Opening
- Website Library Liaisons
- Website MEC Opening
- Website Media Services
- Website VTT Reopen

3.S - Criterion 3 - Summary

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

Summary

Schoolcraft College provides a consistent, high-quality educational experience regardless of the modality, location, or term length. Our programs and courses are current and have appropriately defined outcomes per academic level. Preparing students to be successful beyond their college experience is critical to their long-term success. Our General Education offerings are clearly articulated and provide students with knowledge and skills in five overarching distribution areas: (1) English/Communications, (2) Humanities, (3) Natural Science, (4) Math, and (5) Social Sciences. Students further develop their understanding of human and cultural diversity and contribute to scholarly practice through various curricular and co-curricular opportunities. As an open-access college, we have systems that properly place students academically for their optimal success. We support their academic journeys with appropriate coaching and tutoring. Student Service resources are wide-ranging, address our enrollment profile, and offer support throughout the student life cycle continuum. Appropriately qualified faculty and staff are the foundation for successful classrooms and services. Continuing professional development for faculty and staff forms yet another building block critical to ensuring Schoolcraft's outstanding quality in teaching, learning, and support. The strength of these foundational blocks enables our faculty and staff to provide the high-quality educational experience that our students enjoy.

Sources

There are no sources.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1

Schoolcraft College faculty and administration conduct program reviews to evaluate efficacy and to target areas for improvement. An [Annual Program Wellness Check](#) template exists to disseminate both quantitative and qualitative program data. Elements of data include trended enrollment and awards conferred (five years), current labor market specific to our region and benchmarked nationally and based on relevant CIP codes, financials, student feedback, contribution ratio of program discipline credit hours to overall credit hours. Qualitative data related to mission, goodwill, and external relationships is provided by the faculty, staff, and administration during the process.

Administrators and faculty then work together following a [guide](#) to analyze the information provided, submit the additional qualitative data and collaborate on the development of data-informed program goals. Some of these program goals become part of the [Annual Department Plan \(ADP\)](#) which are created by [discipline faculty](#) each year [Policy 4010 Faculty Forum Contract ADP](#) to document elements of the structure of the department, processes and agreed upon objectives. Starting in 2024, the Program Wellness Check will become an appendix for all Annual Department Plans and are

available for all faculty through Ocelot Access, our central entry point for technology access.

For programs that receive Perkins funding, a review is conducted on performance of [Perkins Core Indicators annually](#) which includes the following: industry recognized technical skill assessments; credentials; retention and transfer; job placement; enrollment; and credential attainment of underrepresented gender groups – each compared to the overall college performance and the state’s expected level. Additionally, for these same programs, a [Program Review in Occupational Education \(PROE\)](#) is conducted every 5 years on a rotating basis. The results of each [report](#) are utilized by the administrator and department faculty to [inform programmatic decisions](#).

All Programs, including General Education distribution areas, have established student outcomes that are used as part of the program review process. Schoolcraft College supports a performance-based learning (PBL) model of curriculum development. This model focuses on the intended outcomes of student learning at three levels: institutional, program, and course and aligns assessment, teaching, and learning with these intended outcomes. As new programs are developed, faculty create [an Exit Learning Outcome Matrix \(ELOM\)](#). The ELOM is a comprehensive document that denotes where in the curriculum students learn and demonstrate the requisite skills associated with institutional and program outcomes as they matriculate through their course work. The assessment of these outcomes and how the findings are used is noted in 4.B.

Student persistence and degree completion continues to be a concerning piece of data that presents itself in the various program review reports as noted above. So, in response, during the Fall of 2022, as part of our bi-annual Welcome Back professional development event, the Center for Academic partnered with several stakeholders, including faculty and student services, to present concrete strategies that faculty could use to set students up for success early in the semester, identify and help them to overcome any potential barriers to their success, and encourage them to take next steps towards their academic goals. At the conclusion of this event, faculty were provided with a [“Prepare, Persist, Retain”](#) checklist that included easy-to-implement strategies to use throughout the semester. At the Winter 2023 Welcome Back, we revisited these strategies in the context of several recent instructional technology updates and provided faculty with an updated [Prepare, Persist, Retain “Tech-list”](#) that included several ways that they could leverage available technologies to increase persistence, retention, and – ultimately – degree completion. Both of these resources remain available to faculty through the Center for Academic Innovation, and we have heard anecdotally of the implementation of the strategies by faculty.

We are in the process of incorporating the Annual Department Plan, Annual Program Wellness Check, PROE Reports, Program and General Education Outcome Assessment data into a comprehensive [Product Lifecycle Framework](#) to examine our portfolio of credit offerings by [Career & Educational pathway](#). Understanding a program’s student trends, resource allocation, and community value, in conjunction with other programs in a pathway, can help to inform decisions in marketing, finance and facilities, as well as the Campus Master Plan. This will be an integrated systems approach to assessment of student learning, curriculum development and revision, academic program review, and professional development. The first step will be automating the Annual Program Wellness Check into a digital dashboard in 2024-2025. Although in its infancy, we are looking forward to developing this comprehensive process.

4.A.2

In compliance with [Policy 2210.5 Transfer Prior Credit and Equivalency Credit](#), the Records office manages all incoming and outgoing college transcripts, evaluates all incoming courses, transcribes

experiential learning, performs degree audits, and maintains the Schoolcraft data on the statewide [Michigan Transfer Network](#) website.

Schoolcraft reviews and [awards college credit from a variety of content areas](#):

- [Advanced Placement \(AP\) Courses](#)
- [Articulation Credit](#)
- [CLEP Exams](#)
- [Credit by Exam](#)
- [DSST Exams](#)
- [International Baccalaureate \(IB\) Examination](#)
- [Regionally Accredited Colleges and Universities Credit](#)
- [Special Licensure or Certification](#)

4.A.3

Schoolcraft will evaluate educational, training, and work-related competencies for college credit in accordance with [College Procedure 2210.5, Transfer, Prior Learning and Equivalency Credit](#). The procedure outlines a series of guidelines that inform the acceptance of credit and further defines the mechanism by which a student might have accrued this potential credit. Official transcripts must be sent to the Records office for evaluation. Once the analysis is completed, a determination is made and [communicated to the student](#).

To support the evaluation process, we participate in the Michigan Transfer Network, which provides a course-by-course equivalency for many commonly transferred courses amongst Michigan's colleges and universities. To determine these equivalences, our faculty review syllabi from the "transferring in" institution and communicate, as needed, directly with the program faculty at the other institution to assist in determining the appropriate equivalency. We also have a consistent process for the [evaluation of high school credit](#) being considered for articulation.

4.A.4

Schoolcraft College maintains authority over the quality and rigor of its academic programs and courses, expectations for student learning, access to learning sources, as well as faculty qualifications. The [Chief Academic Officer](#) is responsible for ensuring quality and rigor of the programs in alignment with college policies and procedures.

Curriculum: Prerequisites, Rigor, Expectations for Student Learning

The College's [Curriculum Handbook](#) outlines the process faculty follow for curriculum development and the [faculty contract](#) defines faculty responsibility related to the academic offerings of the College. The process of curriculum development begins with the end in mind by first determining program outcomes. Then faculty identify the existing and new courses that will be required. As this process unfolds, the pre-requisite skills required to progress through subsequent courses are determined and [curriculum maps](#) are developed to align instruction with learning outcomes, within a program. Any [high school credit that is approved to be articulated](#), is also evaluated within the curriculum map framework as part of [our design process](#). A [common syllabus](#) is developed for each course. This then becomes the foundational syllabus for all sections offered at the College, regardless of the modality as demonstrated in this [common course syllabus for ENG 101](#) and this online course syllabus for [ENG 101](#). To ensure adherence to the common syllabus, the [Online Instruction](#)

[Committee](#) must approve all courses before being offered online.

Schoolcraft's Curriculum Committee consists of [administrators and faculty](#) and according to this section of the Faculty Contract "shall act upon all curriculum and course changes proposed by the departments." All new and revised curriculum is reviewed and approved by this committee before being recommended to the President for approval and before being offered.

Access to Learning Resources

Schoolcraft College provides students a multitude of learning resources that support their learning and academic success both on campus and online as described in 3D1. [Learning Support Services](#) offers academic success coaching, library resources, tutoring, and writing support in a variety of modalities. They have also contracted with [NetTutor](#) to provide tutoring for extended hours online as well. The contract with this vendor allows us to review the recording of any tutoring session for quality purposes. For students needing accommodation, our Disability Support Services office supports students in ensuring equal access to programs and activities as noted in section 3D. Instructional resources such as textbooks and [other equipment](#) are all selected by faculty or academic departments for the classroom and laboratories. The [Center for Academic Innovation](#) supports the selection of classroom technology by providing hands- on demonstrations of new equipment.

Faculty qualifications

Schoolcraft [requires all faculty to maintain minimum competencies](#) for each course they wish to teach. During course development, the faculty developer, department chair or department representative, and instructional administrator [determine what academic credentials, work experience or licenses are required to teach](#) the course, this becomes the minimum competencies. Once the qualifications are determined and confirmed to be in alignment with HLC's faculty qualifications expectations, they are added to the [Faculty Minimum Qualifications](#) document following the process as noted in 3.C.3. This becomes our standard for faculty qualifications and is used in the hiring of faculty and staffing of courses. All full-time and part-time faculty members have the appropriate education and/or professional credentials that meet or exceed requirements for the courses they teach. In accordance with the [faculty contract](#) these qualifications are reviewed annually by faculty department chairs and representatives in collaboration with their Instructional Administrator. All courses offered at Schoolcraft are taught by college faculty, regardless of modality or the type of student enrolled. Schoolcraft College currently does not offer courses or programs at high school locations.

4.A.5

While Schoolcraft College is accredited by the [Higher Learning Commission](#), 17 of our occupational programs have been awarded specialized program accreditation. Information is available on our website in the [accreditation section](#) as well as in the catalog under each applicable [program description](#). Consideration for external accreditors is part of our [curriculum development process](#). Maintaining these accreditations demonstrates our commitment to developing professionally ready students by providing instructional experiences that are current, relevant, rigorous, and meet quality standard.

4.A.6

As described in section 4.A.1, the college engages in various means of program review which include

[multiple data metrics](#) measuring the success of graduates. It is important to collect and analyze this as a means of assessing if our programs are truly increasing “the capacity of individual and groups to achieve intellectual, social and economic goals” as noted in our mission.

Graduation, Transfer-out, and Success Rates

One of Schoolcraft’s Key Performance Indicators was chosen to monitor the health of our graduation, transfer-out, and “success rates” both in total and disaggregated by various populations (gender, race/ethnicity, Pell status). The [graduation rate](#) has remained relatively flat over the last six years. Schoolcraft’s graduation rate for first-time, full-time in any college students entering in fall 2020 was 18%. While this represents a 2% dip from the prior cohort year, this cohort may have been negatively impacted by the pandemic. Schoolcraft’s graduation rate falls in the middle of the pack compared to other predominately associate and certificate granting colleges in the state. Note that this is not an ideal comparison as Schoolcraft’s 2015 cohort graduate rate is compared to the 2018 cohort rates for community college peers, due to Schoolcraft’s IPEDS classification as a four -year institution due to having one baccalaureate degree offering. This is the most recent, publicly available comparison data through the National Center for Education Statistics.

One noteworthy accomplishment is that when we examine graduation rates for sub-populations, we find that these have been climbing among Black/African American students, from 4% for the 2017 cohort to a high of 15% for the 2020 cohort. As part of the IDEA (inclusion, diversity, equity, and access) component of the strategic plan, the College aspires to improve equity in student outcomes.

[Schoolcraft’s transfer-out rate](#) for first-time, full-time in any college students entering in fall 2020 on-time transfer-out rate was 35%. As compared to 31 peer institutions in Michigan, Schoolcraft had the fourth highest transfer-out rate for its 2015 cohort (which is the 2018 cohort for most peers who are not considered four-year institutions by IPEDS). However, we know that not all these transfers are to four-year institutions, which is why we take a deeper dive into this data, as outlined below.

It's important to note that all of the above data are from the IPEDS Graduation Rate survey, which is based on a first-time, full-time, degree seeking student cohort beginning in the fall term. This typically only tracks the success of about 7% of our total student population. Schoolcraft enjoys a diverse study body with high proportions of “non-traditional” students, such as first-generation college students, low-income individuals, adult learners, those working full-time, and parents/caretakers juggling multiple responsibilities as compared to four-year institutions. 75% of our students attend college on a part-time basis. [Michigan’s Center for Education Performance Information \(CEPI\)](#) has a more inclusive metric that we use to gauge the success of all degree seeking students and allows us to draw peer comparisons for this measure. For the community college sector, CEPI defines success as earning a certificate, associate or bachelor’s degree, or transitioning to a public university. Each first-time enrollment class consists of degree-seeking students (both full-and-part-time) and awards are counted at the institution that conferred the degree or certificate. Schoolcraft’s six-year success rate for the 2015-16 cohort was 54.2%, compared to the state average of 49.3%.

Our [Student Right-to-Know Disclosure](#) available on our website and contains much of this data.

Transfer Student Success

Since transfer is central to our mission, it is important to examine students’ success once they transfer to a university. Annual analysis of the [State of Michigan’s longitudinal data system](#) indicates

that in the 2021-22 academic year, 88% or more (the number varies by institution attended) of Schoolcraft's students who enter one of our top three university transfer destinations (Wayne State University, Eastern Michigan University, and Michigan State University) earn GPAs of 2.0 or higher at the end of their first semester after transferring.

Graduate Job Placement and Earnings

Graduates' job placement is measured using the [annual graduate survey](#) and reported College wide as one of the key performance indicators. Of the 242 employed graduates who responded to the 2021-2022 survey, 68% were working in a field directly or somewhat related to their area of study within six months of graduation. They self-reported an annual median salary (in a full-time, directly related job) of \$68,640.

Industry Certifications and Exam Pass Rates

Schoolcraft prepares its students and graduates to pass required exams to achieve meaningful industry certifications. Students are encouraged to apply for a variety of third-party credentials or industry certifications, depending on their program of study and area of interest. Some examples of certifications that students receive include Certified Medical Assistant, Certified Biomedical Equipment Technician, ACF Certified Culinarian, Cicerone Certification Program Beer Server, Michigan Commission on Law Enforcement Standard, Certified Industry 4.0 Associate - Robot System Operations, NCLEX, and a plethora of welding options. To increase credential opportunities, Schoolcraft built upon the College's Mechatronics and Robotics programs using Smart Automation Certification Alliance (SACA) certifications to move toward Industry 4.0 competency attainment. Some occupational programs, like welding, even have certification requirements integrated into the curriculum without additional exam fees to promote equity and higher attainment of these workforce credentials. For the reporting period of 2020-21, Schoolcraft's Perkins Core Indicator 2P1, which combines degree attainment with third party certifications, was 43.58%, exceeding the state's target--of 38.42%. Programs accredited by an external agency often require pass rates to be posted on our website. For example, pass rates for the 2021 or 2022 reporting year for Schoolcraft's health sciences programs were 80% or above, with the exception of the Registered Health Information Technician exam (68%). Schoolcraft's NCLEX exam pass rate results have historically exceeded the national average, as indicated on our website.

Employer Satisfaction and Advisory Board Feedback

Schoolcraft College actively solicits input from industry partners to ensure the curriculum, experiential opportunities, and equipment adequately prepare graduates to excel in the workplace. Occupational programs have program specific advisory boards that meet twice a year to lend their expertise as noted in section 3.A1. In 2023, Schoolcraft launched a new, standard survey which is sent to each program advisory board every two years to [collect feedback for program improvement](#) purposes as explained in 4.B. Likewise, program faculty complete a [similar version of the survey](#) to provide feedback. As part of the program accreditation requirements, some programs also survey employers of Schoolcraft graduates. Of the 5 employers who responded to a survey in 2021-2022, 80% were satisfied with Schoolcraft graduates' performance in the workplace.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B

Schoolcraft College supports [a performance-based learning \(PBL\) model of curriculum development](#). This model focuses on the intended outcomes of student learning at three levels: institutional, program, and course, and aligns assessment, teaching, and learning with these intended outcomes. As new programs are [developed](#), faculty create an [Exit Learning Outcome Matrix \(ELOM\)](#). The ELOM is a comprehensive document that denotes where in the curriculum students learn and demonstrate the requisite skills associated with institutional and program outcomes as they matriculate through their course work.

Institutional Outcomes & Assessment (including Co-Curricular)

The institutional outcomes were established in 2007 and are called Core Abilities as noted in [Policy 1020 Core Abilities and General Education](#). They are skills and abilities employers have identified as essential for success in a diverse, knowledge-driven world. Core Abilities are [faculty-developed](#) and [employer-validated](#) abilities that reach across the institution through every discipline area and program, ensuring students have mastered the skills when they graduate with an associate or bachelor's degree. The Core Abilities include: Communicate Effectively, Demonstrate Creative and Critical Thinking, Use Technology Effectively, Use Mathematics, Manage Information, Work Cooperatively, Demonstrate Social and Cultural Awareness, and our most recent addition, Act Professionally which recently replaced Act Responsibly.

Faculty, in collaboration with college stakeholders, have created [a valid and replicable process](#) for assessing Core Ability outcomes. With a recent re-evaluation and affirmation of the Core Ability work by faculty, employers are [reporting that graduates are better prepared](#) due to this Core Ability work. Core Ability (CA) artifact collection and assessments occur every fall and winter semester according to an [ongoing rotational schedule](#). Faculty CA Team Leaders work with faculty to develop, evaluate, and continuously improve eight CA rubrics. The development of the rubrics follows a rigorous review of literature, evaluation of third-party resources (such as the [American Association of Colleges and Universities \[AAC&U\] VALUE Rubrics](#) or [National Association of Colleges and Employers employer's survey for key competencies](#)) and with consideration of best practices across other institutions as demonstrated with the [creation of the Act Professionally](#) Core Ability. The rubrics are used to measure the students' learning through cross-discipline faculty assessment

evaluation.

Following a rotational cycle, two Core Abilities are identified for collection for each semester. A randomized pool of course sections are identified to participate that have “qualifying students” (those close to graduation). Faculty in those sections are requested to participate by submitting “artifacts” (assignments) that demonstrate their students’ proficiency of the CA. Faculty who are randomly identified receive [communications](#) detailing what is expected of them and their students.

Once artifacts are collected, all artifacts are codified for anonymity and a team of faculty is established to evaluate the artifacts using the prescribed rubric and methodology. These faculty reviewers are assigned up to [20 artifacts to review](#) during a two-week assessment event, where they may [access and evaluate artifacts](#) for evidence of student learning related to the Core Abilities. For each artifact, reviewers complete an [assessment survey](#), which includes the Core Ability rubric indicators and artifact quality questions. Scores for each artifact are saved at the indicator and overall levels. Two, independent faculty reviewers review each artifact and the raw scores are used to identify the artifacts lacking a consensus. For artifacts with scoring consistent between faculty members, the agreed upon result is recorded as final. When faculty members disagree as to whether the Core Ability has been met satisfactorily for a given student, an inter-rater reliability meeting is held to reach a unanimous decision. The inter-rater reliability (IRR) model is used to evaluate the students’ artifacts and come to a final score for student performance. The rate at which faculty disagree (the IRR rate) is a measure that is used to assess the rigor or stability of the rubric, as well as the clarity of the assignments in measuring the outcomes. This is essential to validate that the measures are of student learning and are not hindered by the tools used for assessment. The findings vary per Core Ability. Likewise, “N.A.” data is an indication of whether the artifact is aligned with the rubric.

Artifact assessment data is then gathered, analyzed, and shared back with faculty through [feedback letters](#), brochures, [final reports](#), and [presentations](#) at Curriculum Committee as a means to drive improvement opportunities. The Student Success rate for Core Ability assessment outcomes is defined as number of students who “Met” a Core Ability divided by the total of Met/Not Met scores (which excludes Not Applicable). This score varies for each CA and has been used to establish a benchmark upon which further performance can be evaluated. The data were analyzed in aggregate form as well as [trends over time](#). Additionally, each rubric’s efficacy is continually evaluated to ensure measurements are appropriately capturing student learning. To get feedback on this, [Core Ability Reviewers are surveyed](#) after each assessment event regarding the effectiveness of the rubric. These findings are shared in each [Core Ability final report](#).

An institutional digital repository called [Assignment Central](#), makes available a diverse set of faculty created sample assignments to support other faculty as they continuously improve assessment strategies. Other departments on campus ensure faculty have the resources that they need to support students' achievement of the Core Abilities, including exploring the use of [Libguides provided by the librarians](#) or creating various [professional development opportunities](#) and training sessions in our Center for Academic Innovation (CAI) based upon data from the assessment findings. As an example, the Core Ability leadership is in the process of creating a [Core Ability Representative support system](#) that will strengthen faculty assessment skills and impact students’ learning.

Five full 2 ½ year cycles of assessment of all eight CAs have been completed since 2010 which has resulted in [data](#) that have been used to drive change. Those involved in the Core Ability assessment have indicated their participation with the project has led to [changes](#) in their own teaching and

understanding of student learning. These findings on the Core Abilities have a direct impact on creating changes in the classroom.

Faculty have been integral to this collaborative and transparent process. This assessment initiative requires that, per faculty contract, all faculty must teach the CAs in the Common Syllabus. However, participation for artifact submission is voluntary. The target number artifacts assessed for each Core Ability is 160. To ensure enough student artifacts are obtained, the [standard of practice is to sample](#) for 300 eligible students. During the last three cycles, [participation for the CA initiative](#) varied between 34.0%-81.4%, with a median of 63.8% which has been sufficient for the review.

Co-Curricular Institutional Assessment

While co-curricular programming has historically been evaluated in terms of satisfaction and attendance, these activities now incorporate the institutions' Core Abilities and subsequent assessments. Started as a pilot in 2019, the Co-Curricular Assessment initiative includes cross-functional representatives from Learning Support Services, Student Activities, Admissions, Advising, and Registration to participate in the collection and assessment process. The goal was to analyze the findings from 2019 and develop a co-curricular assessment plan for future use at the college. Unfortunately, the timing was problematic, as we had to shift resources during this pilot to focus on pivoting college services during the COVID-19 pandemic. However, we have recently reengaged in the work.

For the [Winter through Summer 2023 semesters](#), Communicate Effectively and Use Technology Effectively were assessed within Learning Support Services, Student Activities, the Center for Experiential Learning, and Career Services. 45 artifacts for Communicate Effectively, and 16 artifacts for Use Technology Effectively were assessed by cross-functional reviewers. To determine a student success rate, as defined by meeting criteria for the said Core Ability using [co-curricular Core Ability rubrics](#), a score of "Met" must be achieved for each artifact. 84 % of artifacts "met" the Core Ability for Communicate Effectively, and 81 % of artifacts "met" the Core Ability Use Technology Effectively. These findings noted in the [final report](#) will inform [potential interventions](#).

Program Outcomes Assessment

The College's performance-based learning model is the framework used to identify program learning outcomes and ensure the mission is honored in the students' credentials and degree options offered. The [Curriculum Handbook](#) outlines the process for the development of program outcomes. Engaging faculty, administrators, and employers in the development process ensures the college is serving its community's and stakeholder's needs. Each academic degree and certificate program has its own needs based upon the learning-level and industry it serves, including transfer opportunities. The Curriculumog Software package used for Curriculum Development and revision allows for [all stakeholders to be included](#) in the workflow. Schoolcraft utilizes outside organizations' standards to ensure that the metrics used inside of the campus align to national benchmarks. The [Lumina Degree Qualifications Profile \(DQP\)](#) has been used in the alignment of levels of learning and rigor.

Our strategic [curriculum development process](#) includes determining program, certificate, and course level outcomes. The faculty member(s) responsible for the development of the curricular product, with assistance from curriculum designers and an instructional administrator, select Core Ability(ies) for each course, establish program and course outcomes, and define assessment methodologies. [Faculty](#), in collaboration with applicable community industry [Advisory Committees determine program outcomes and require assessments](#) to demonstrate proficiency levels towards these defined

outcomes in the chosen program of study. Program Outcomes are developed in concert with the requirements of industry or transfer institutions, while General Education Program Outcomes provide students the skills and abilities in critically thinking, researching, writing, communicating, appreciation of the arts and the ability to work within a global society.

This breadth and depth of skills requires that program assessment be conducted through a variety of tasks, such as the use of capstone experiences, educational portfolios, major course projects, final exams or other ways that support the measurement of student learning at the culmination of a learning experience. Program outcome assessment strategies and the tools used are determined by faculty at the program level. For example, Nursing bases their program outcome attainment on a portfolio review which is completed annually as a part of their ongoing quality improvement. Other programs, such as Brewing Distillation Technology utilized the ELOM framework to assess the outcomes of learning by linking the sequence of learning across the 2 semesters [identifying the areas where learning is introduced, practiced and assessed \(IPA\)](#).

Beyond classroom assessments, confirmative assessments of new program curriculum allow for continued improvement. For example, the Bachelor's of Science in Culinary Dietary Operations Management utilized [student panels and discussions](#) with faculty, administrators, and key stakeholders across the institution, such as Admissions, Registration, Records, Advising, Financial Aid, Distance Learning, Information Technology and Administrative Systems [to evaluate the student experience and the learning that occurred](#). This process resulted in multiple improvements that reached across the institution including adjusting the schedule of classes, evaluating the external standards for the Culinary Dietary Manager credentials to fine tune the competencies and activities for greater success, revising the program's outcomes to better meet the job opportunities and requisite skills. Course competencies were also streamlined or expanded based upon the assessment discoveries. [Student Services departments worked to increase efficiency](#) and enhance the students' on-ramping and pathway to program success. More recent work has built upon this evaluation to explore future baccalaureate culinary degree options that may add broader opportunities in this area.

General Education Outcomes & Assessment

The [General Education \(GE\) learning outcomes](#) are those skills inherent in each of the five Liberal Arts & Sciences areas of study, Humanities, Social Science, Natural Science, Mathematics, and English Composition/Communication. Faculty determined the outcomes that collectively represent the value of a Liberal Arts & Sciences education, defining the learning outcomes through the development of rubrics that would be used to score students' work. Following each cycle of program outcomes reviews for these distribution areas, the faculty reviewer share recommendations to continuously improve the quality and fit of the rubrics used. These [recommendations are then re-evaluated](#) before the subsequent review, and adjustments to the rubrics are made as needed.

Through an outcomes analysis, faculty identify the General Education courses that serve the needs of their academic program, which is captured on each program's [Exit Learning Outcomes Matrix \(ELOM\)](#). GE course requirements are dictated by [Board Policy](#), which requires a minimum of 16 or 24 credits in GE courses for Associate degrees, and 30 credits for the Bachelor's degree. As a participating college in the statewide [Michigan Transfer Agreement \(MTA\)](#), Schoolcraft's GE offerings are aligned for seamless transfer to other institutions across the state. Students may select courses within these degrees that satisfy the eligibility criteria for the MTA, fulfilling both the Schoolcraft College [General Education Requirements and the transfer degree requirements](#).

Similar to the Core Ability assessment process, faculty from the [five Liberal Arts areas collaborated](#)

[to define](#) the learning outcomes, rubrics, and required student artifacts for each distribution area. The assessment of GE outcomes aligns with [Schoolcraft's performance-based learning curriculum development model](#). The process is initiated by collecting samples of student work from Liberal Arts and Sciences courses within the distribution areas. The rubrics to assess the GE outcomes are continuously [reviewed](#) and have had [minor revisions](#) to better reflect the current outcomes of this learning. Artifacts are collected, faculty evaluate the learning, consensus meetings occur, and then [improvement strategies are developed and implemented](#). General Education Assessment for all 5 distribution areas occurs simultaneously every five years.

Two cycles of assessment of all 5 areas of the Liberal Arts and Sciences (LA&S) program were completed in [2014](#) and 2018/19 and provide internal benchmark data. The [2018/19 findings](#) for the LA&S program assessment of the GE outcomes resulted in the following:

- 95% of the students' work met the requirements for English,
- 100% of the students' work met the requirements for Humanities,
- 85% of the students' work met the requirements for the Natural Science,
- 70.46% of the students' work met the requirements for traditional Math sections, whereas 69.51% for online sections (indicating non statistically significant difference in outcome achievement based on modality alone),
- 79% of the students' work met the requirements for the Social Science areas.

Upon analyzing these findings, the faculty [implemented adjustments to their programs](#). A third LA&S assessment is underway, and the results are anticipated by Fall 2024.

Course Level Outcomes & Assessment

Each course's [Common Syllabus](#) documents the institutional and course level outcomes approved through the Curriculum Committee. Each department determines their grading rationale and assessment guidance for each course syllabus, also [approved by Curriculum Committee](#). This assessment is performed by individual faculty members within their own courses. Examples from syllabi include attending a play and analyzing the production, "complete a project or paper or presentation that analyzes critical research..." or earn an 80% on a written and practical comprehensive final exam." Faculty use the assessment data to modify instructional strategies. Additionally, departments may use course level assessment feedback to make curricular changes.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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.)

Argument

4.C.1

The College utilizes the National Community College Benchmark Project data for the key performance indicators (KPIs) used to monitor overall student persistence (Fall-to-Winter) and retention (Fall-to-Fall) rates. While the College tends to perform similarly to the national average for these measures, five-year trend data reveals that these scores have remained either flat or decreased in recent years, especially post-pandemic. As such, these measures are targeted for improvement in the College's [strategic plan](#) to increase students' and stakeholders' achievement in these areas.

[Longitudinally](#), Schoolcraft tends to have slightly lower next term persistence and Fall-to-Fall retention than national peers. The College's immediate, short-term goal is to perform on-par with the national average of 70% for the Fall-to-Winter persistence rate (SC is at 67%) and 47% for the Fall-to-Fall retention rate (SC is at 43%), as reported for the Fall 2021 Cohort. This target will be reviewed annually as part of the KPI process and [Strategic Enrollment Management planning](#).

Schoolcraft and nearly all the community colleges in Michigan fall short of the national community college graduation rate (28%). Schoolcraft's goal is to increase the [graduation rate](#) (18% for the 2018 student cohort) to match that of the national average.

The College's Inclusion, Diversity, Equity, and Access (IDEA) pillar of the strategic plan aims to address equity gaps and reduce disparities in educational outcomes (persistence, retention, completion and transfer-out to 4-year institutions). Most notably, [the graduation rate](#) (using the IPEDS definition) for Hispanic and Black/African American students has substantially increased for the 2018 student cohort, as compared to prior cohorts.

While the College includes the IPEDS Graduation and Transfer-Out rates in its KPI's, it more recently has begun to closely follow an alternative measure of student success made available by the

State of Michigan's [Center for Education Performance Information \(CEPI\)](#), a state longitudinal data system. This measure is starting to be included in goal setting, with particular emphasis on supporting achievement for non-traditional aged students (as part of the Michigan Reconnect Program). For the community college sector, success is defined as earning a certificate, associate or bachelor's degree, or transitioning to a public university. Each first-time enrollment class consists of degree-seeking students (both full-and-part-time). Unlike IPEDS, this measure includes part-time students, which is critical for us to understand as approximately 75% of Schoolcraft students attend on a part-time basis (in a typical fall semester). Schoolcraft's six-year success rate for the 2015-16 cohort year was 54.2% compared to an average of 49.3% for all community colleges in the state.

Schoolcraft College is also a participant in the state funded [Michigan \(MI\) Reconnect grant program](#) which began February 2021. MI Reconnect awards students full in-district tuition and fees if they have not earned a credential and are between the ages of 21-24 and 25 and up. The College is mandated by the state to [annually report](#) on certificates and degrees earned by multiple student cohorts, along with targets for these same measures.

To maintain good standing in the program, the [state legislature specifies performance improvement rates](#) for institutions to achieve over their baseline 4-year adult [completion rate](#). With a baseline of less than 30% (Schoolcraft's rate for the 2017 cohort is 24.16%), the institution must subsequently achieve each year a 4-year completion rate that is no less than 3 percentage points greater than its immediately preceding 4-year rate until a 50% 4-year completion rate is attained; and then must subsequently achieve each year a 4-year completion rate that is greater, by no specific measure, than its immediately preceding 4-year completion rate until a 75% 4-year completion rate is attained.

[Schoolcraft's target](#) 4-year adult completion rate and targets for adult credential completion are calculated by Research and Analytics and shared with campus stakeholders.

Schoolcraft College joined the [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#) in the summer 2021. The collaborative aims to reduce the regional equity gap by half while driving progress towards the education attainment goal of 60x30 (60% of Michiganders with a post high school award by 2030), leading to high quality jobs, with family sustaining wages for those who call the Detroit region home. D3C3 is committed to equitable system change, achieved through college-driven and collaborative action that produces equitable practices and policies.

As a member of D3C3 Schoolcraft College was awarded [3 million dollars](#) from the [Wilson and Balmer Foundations](#). The grant supports strategies and tactics aimed to improve access and persistence to goal completion, while closing equity gaps. Specific goals to reach by the 2024-25 academic year include:

- Increase student completion of degrees or certificates by 5% between 2021-22 and 2024-25 academic years (baseline of 1,208 total credentials conferred) and increase student completion over the same time (baseline success rate is 45%, including 18% graduation and 27% successfully transferring out).
- Increase the percentage of low-income students (as measured by receipt of Pell Grant funds in the IPEDS Student Financial Aid Survey) by 2% each year from the baseline of 28%.
- Increase persistence and retention rates by 5% by providing a comprehensive mental health program. Success of the program will be evaluated on the usage of services and retention for those who use the service and using the NCCBP definitions of retention. This can be compared to overall student levels as well as rates for usage and retention for users of mental health services prior to launch of SC BeWell versus after the launch.

- Schoolcraft aims to increase enrollment in mobility related programs and has already seen an uptick of 2% within one academic year by working with community employers to develop relevant curriculum and training. Likewise, Schoolcraft has already surpassed its original goal of increasing mobility credential earned by youth learners (ages 16-25) by 5% from 38% in 2020 to 40% in 2025. When looking at total mobility credential completers, this has increased by 51% from 2020 to 2022. By September 30, 2025, Schoolcraft has a goal to place 75% of mobility program graduates into related careers within six months of credential attainment. Wage data and return-on-investment is being tracked using data from the State of Michigan, Department of Labor and Economic Opportunity, Office of Employment and Training.

As a member of the D3C3 collaborative the College was also afforded the opportunity to [partner with the National Institute for Student Success \(NISS\)](#) (see 4.C.2 and 4.C.3) to implement a plan that aims to close the graduation equity gap between Black and White students as reported in IPEDS cohort 2010-2015 (-19%). Successfully closing the equity gap would increase Schoolcraft's overall completion by four percentage points.

[Goals set for the D3C3](#) leverage the College's KPIs and align with two pillars of the College's Strategic Plan-SC Momentum 2021: Inclusion, Diversity, Equity, and Access, and Student Success & Engagement. D3C3 goals are also integrated into the College's Strategic Enrollment Management plan.

4.C.2

Data on retention, persistence, and completion is collected and analyzed at the individual, department, and institutional levels.

The National Community College Benchmark Project (NCCBP) is an annual data source that helps the College to benchmark against its peers and gauge overall institutional health. Several of these metrics are used as the data source for [Key Performance Indicators](#) that are used for the College's [Strategic Plan](#).

The Research and Analytics office is developing a dashboard that allows end users to examine student demographics in relation to courses with high D and F grades and Withdraw rates. The [DFW dashboards](#) will be used in conjunction with the Annual Wellness Check to identify instructional strategies for faculty impacting retention/DFW rates and is also known as the Annual Wellness Checks program. Dashboards are tested by end users for understanding and data needs. Dashboards are centralized and located in the PowerBI reporting system.

As part of the NISS partnership the College participated in a diagnostic analysis involving qualitative and quantitative data to identify key challenges and actions for improvement. IPEDS data and other institutional data were reviewed and key stakeholders from across the college participated in a survey, and a focus group. Outcomes were used to inform the development of the [NISS Playbook](#) which outlines four prioritized actions (see 4.C.1).

In depth studies are also a service provided by the Research and Analytics Department. During 2021 the [Developmental Education Research Analysis](#) examined student outcomes across the developmental education course sequence including course placement and test scores, mathematics, English, college reading, and the foundational College and Beyond course. Persistence, retention, course completion and grades, withdraw rates, completion and transfer were all included and disaggregated by age, gender, race and ethnicity. The information gleaned from this study initiated

the College's Developmental Education Redesign initiative (see 4.C.3).

Academic and student service stakeholders and the Faculty Forum President, receive [daily registration reports](#) benchmarked against prior year's head count and credit hours by segment. The new daily registration reports are under development to include more segmented data on returning students that can also be filtered by demographics, program, and student type. These reports provide real-time data and help track programs that re-engage stop-out students, among other efforts focused on continuing students. The new registration reports will be accessible by various stakeholders and centrally located within the PowerBI reporting system.

Academic departments also utilize [Power BI reports to evaluate enrollment patterns](#) by course, section, and discipline. Instructional Administrators and Enrollment Services monitor waitlists, and enrollment in courses and programs to ensure course supply meets student demand.

Nearly all enrollment, student, and learning support service offices [collect data](#) on students who access their services. The data is used to evaluate usage, the student experience and outcomes, and is used at times as leading indicators of goal attainment. Data trends are tracked and monitored longitudinally.

For example, the [persistence and retention rates](#) of students who are reported through Early Action program, Learning Center, Academic Success Coaching, and Learning Support Services contacts are calculated using the National Community College Benchmark Project definitions, evaluated, and compared to campus-wide persistence and retention. This information is then used to inform departmental decisions and goals to strengthen persistence and retention.

In general, there was an increase in persistence from the year 2021-2022 to the year 2022-2023 for students who came in contact with the Learning Support Services department. Notably, Academic Success Coaching increased by more than 12% in persistence from the 21-22 year to the 22-23 year. In addition, persistence of students who utilized the Learning Center programs (Peer Assisted Learning, Tutoring, and Writing Support) increased by more than 4% from the 21-22 year to the 22-23 year. These figures are then compared to overall campus persistence provided by Research and Analytics, to understand department effectiveness and strategize academic support programs.

The same methodology was used to evaluate [Early Action](#). Contacts were separated between "received learning support" and "did not receive learning support." "Received learning support" were students who have visited Learning Support Services in any capacity. "Did not receive learning support" are students who did not visit Learning Support Services. In general, students who receive Learning Support, in addition to an initial Early Action outreach, are more likely to persist and be retained.

Routine surveys to enhance the understanding of persistence and completion rates are conducted by the Research and Analytics office and include the [Non-Returning Student Survey](#), Graduate Follow Up Survey, and Community College Survey of Student Engagement, the Ruffalo Noel Levitz Student Satisfaction Inventory, and the Schoolcraft Student [Campus Climate Survey](#). Another key source used to inform decision making is a suite of [Program Review Surveys](#), administered to students, faculty, and advisory board members, to guide programs' annual improvement plans. The College participated in the Trellis Research [Student Financial Wellness Survey](#) for the first time in 2020.

4.C.3

Upon completing the NISS diagnostic four actions were prioritized to improve persistence and retention and ultimately close the completion equity gap (see 4.C.1). Actions include (1) systematize the use of academic data to identify courses with high non-pass rates and to assess the effectiveness of course and program re-design, tutoring and other efforts to improve outcomes in these courses (2) strengthen financial aid through collaboration with other units and coordinate, proactive outreach to students (3) standardize academic advising to ensure students receive consistent support across all units (4) establish a Strategic Enrollment Management group empowered to manage and coordinate enrollment policies, students services, and supports.

For instance, financial aid has several tactics to become more proactive. For example, they partnered with a non-profit [College Possible](#) to provide proactive outreach and support to over 500 financial aid students; outsourced additional Information Technology support to automate processes to notify students sooner about awards; and hired a new position to support students not meeting satisfactory academic progress, and other subgroups of students who need support navigating financial aid. Additionally, academic advisors have undergone intensive training in a curriculum that focuses on developing and implementing a [standard of care](#) for each student; and the newly formed SEM team has developed a procedure for operations and a [one-year pilot SEM plan](#) (see 4.C.1).

In 2019, Schoolcraft College conducted an in-depth analysis of its developmental education courses focusing on retention, persistence, and completion data for 50,000 students over a five-year period. The findings revealed concerning success rates for students enrolled in standalone developmental sequences in English, Math, and academic Reading. Equity gaps along race and gender categories were particularly concerning. Concurrently, the college responded to the implications of post-pandemic legislation and the associated Michigan Reconnect funding, which underscored the need for reform.

Considering these internal and external influences, Schoolcraft College systematically devised a comprehensive educational reform plan that was crafted to align with all four strategic pillars, in addition to pertinent national and statewide student success data. This reform plan included several key components:

- Implementing a co-requisite model for gateway college courses in English and Math pathways.
- Prioritizing high school GPA as the primary determinant for student placement.
- Introducing self-guided placement methods for students to select.
- Establishing self-remediation strategies.
- Providing comprehensive training and development for faculty, advisors, and staff.
- Ensuring continuous measurement of the reform's impact.

Since then, considerable progress has been made regarding Developmental Education Reform at Schoolcraft College, including:

- Launching an Integrated Reading and Writing (IRW) [ENG 099](#) co-requisite for English 101, discontinuing standalone remedial English courses.
- Introducing [Math 011](#) as a co-requisite to support students pursuing Quantitative Reasoning pathways.
- Introducing [Math 022](#) as a co-requisite to support students pursuing Statistics pathways.
- Creating [Math 013](#) as a co-requisite to aid students preparing for Calculus in STEM
- Under development are Math 0XX co-requisites for non-Calculus STEM prep and Technical

Math pathways.

Additionally, the college has integrated high school GPA into advising placement charts, trained advisors on the new procedures, de-scheduled standalone remedial classes, and reduced the reliance on Accuplacer testing. Internal diagnostics are currently under development as part of a pilot program to test self-guided placement and self-guided remediation.

Complimenting the redesign of Developmental Education is [Step Ahead](#) with Schoolcraft College, a grant-funded Summer Bridge program that aims to address learning loss due to COVID-19, primarily focusing on math, English, and college readiness. The two-week program took place in the summer 2023 semester and included Student Success and Career Development course (CAB 102) in addition to workshops and seminars, a pre and post-test diagnostic for Math and English, and student resources. A total of 73 students actively participated in this program, of which 65 (89%) re-enrolled in the fall 2023 semester. An additional 24 students joined the program and started Fall 2023 classes.

One opportunity identified is the awareness and engagement of students who receive [Early Action outreach](#). Previously, Early Alert (now Early Action) only targeted outreach to academically “at-risk” students (low grade or low attendance) and students were not informed of the outreach process. This data helped Learning Support Services make decisions around strengthening student awareness and engagement through collaborative efforts with faculty, student-facing promotional materials, and through rebranding the program to be inclusive of all students at all academic achievement levels.

The College has partnered with Christie Campus Health to provide mental health support and intervention for enrolled students, calling it SC BeWell. Mental health issues interfere with the student’s ability to persist in college and negatively impact their total well-being. Christie Campus Health will assist the college in improving persistence and completion rates by addressing mental health issues, at no cost to the student, by providing them:

- Access to over 50,000 clinicians across the US
- 24/7 access to licensed clinicians around the clock for unlimited support, in-person or remotely
- Virtual psychiatric clinics to offer psychiatric assessment and medication management
- Navigators to offer personalized care coordination for campus and off-campus resources
- Headspace application to guide students in meditation and mindfulness techniques to reduce stress and anxiety
- SilverCloud iCBT mental health and wellbeing platform, clinically proven to help students address challenges and build coping skills (See 3.D.1)

The College partners with Michigan College Access Network and their College Completion Corps program to host MCAN Completion Coaches on-site that specifically support Michigan Reconnect Students who are 25 years of age and older. Coaches provide one-on-one academic support, guidance on FAFSA completion, group workshops, and connection to various campus resources. MCAN coaches also work collaboratively with Academic Success Coaches to support students enrolled in co-requisite math and English courses.

MCAN Coaches have up to a cohort of 150 students, and provide one-on-one meetings, workshops, and reminders to keep them on track towards goal completion. This program will continue onward with an additional coach (a total of two coaches) in December 2023 to expand support available for Michigan Reconnect and Future for Frontliners students to meet completion goals.

In response to persistence, retention and completion goals the College has a comprehensive text and

digital nudging initiative that includes internal two- way text nudging from enrollment services, digital nudging on various social media platforms, and outsourced nudging with a service provider Persistence Plus. [Students receive action-oriented two-way texting](#) regarding enrollment activities which allows students to ask questions about registering, their student accounts, or next steps. The digital nudging focuses on students who have paused their enrollment for a single term or more, up to two years by encouraging students to reconnect with the college and finish what they started.

Enrollment services also utilize numerous reports to track students' activity through the various steps of students reenrolling as a continuing student such as registration, meeting with an academic advisor, making a payment, submitting financial aid documents, applying for scholarships, or meeting with an academic advisor. [Data is used to inform text nudging](#) campaigns that help students take the necessary steps to successfully continue their enrollment at the College.

Persistence Plus text nudges have been offered since 2019 and are designed to help students achieve academic goals, reframe obstacles, seek help from campus resources, and navigate the path to graduation. As of Fall 2023, Persistence Plus focuses on four sub-groups in addition to the entire student population: (1) Students who received a 2.0 or below for the previous semester and are continuing onward, (2) Students who have a 5-year gap from HS to college. (3) Michigan Reconnect students, and (4) Students who were on Early Action the previous semester and are returning for an upcoming semester. Students can opt out of texting services at any point in time.

Results for this service since 2019 [demonstrate its effectiveness](#). According to [Persistence Plus](#), approximately 28,000 students have been supported, 76% of students stayed subscribed, 50% of students responded to nudges, and over 71,400 responses were received from students. Using propensity score matching, Persistence Plus retained approximately 199 more students than students who did not receive nudges, resulting in 4.2 times the return on investment.

4.C.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.)

The College collects and calculates multiple measures to understand student retention, persistence, and completion. Schoolcraft participates in national benchmarking, such as the [IPEDS Feedback Report](#), to gauge the College's performance in these areas as compared to peer institutions. IPEDS graduation and transfer-out rates are included in the College's Key Performance Indicators (KPI's) and compared to the national average (See 4.C.1). Current and prospective students, along with local employers or other stakeholders may access disaggregated federal graduation rates, along with other information, via the College website. In terms of tracking retention and persistence rates, the College chose data calculated through its annual participation in the National Community College Benchmark Project as Key Performance Indicators. The College uses IPEDS data to track and measure [Completion and Transfer-Out rates](#).

In addition, the College benchmarks its success rates (completion or transfer to a 4-year institution) with community college peers using data made available by the State of Michigan's Center for Education Performance Information (CEPI), a state longitudinal data system. These measures of success are more inclusive of our student body and allow us to track the changes in success for each

cohort each year after they begin (see 4.C.1). Much of this work begins with regular data compilation and analysis by Research and Analytics and the Strategic Enrollment Management team.

Although the Strategic Enrollment Management team has existed in the past the team received a refresh upon partnering with NISS. The refresh has elevated SEM to have more visibility and involvement from both the President's Office and Academic Affairs (see 4.C.1). Additionally, the College restructured student services in 2020 and included a new position of Chief Student Enrollment Officer, who leads the SEM initiative. Community colleges nationwide experienced the enrollment cliff as a result of the pandemic and the College recognizes the urgency around stabilizing enrollment from all angles including persistence, retention, and goal completion. The SEM team subgroups will continue to work with the Data team for new data requests needed to track progress and outcomes for their respective strategies.

Looking ahead, the institution envisions creating additional tools that empower users to access data more easily. Simultaneously, we are committed to streamlining processes for acquiring disaggregated data, specifically tailored to sub-populations of students. This approach will not only enable stakeholders to track progress strategically but also provide a deeper understanding of the success and varying needs of sub-populations, a critical step towards achieving our goals of reducing the equity gap.

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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.

Summary

Schoolcraft College demonstrates responsibility for the quality of its educational programs, learning environments, and student support services with systems that regularly collect, analyze, and use data. Regular review of all academic programs incorporates multiple measures and internal and external stakeholders to evaluate effectiveness and promote continuous improvement. Policies and procedures exist to ensure the quality of our students' transfer credits and the rigor of our learning opportunities. Assessing student learning at the institutional, program, and course levels is critical to our performance-based curriculum model. Assessment is pervasive across campus, with students and faculty at the center of the work. Monitoring student success after they leave Schoolcraft College is essential feedback to inform our offerings. Incorporating our retention, persistence, and completion metrics into our Strategic Enrollment Management (SEM) framework has created a channel to focus the college's resources on student success. Although in its infancy, the work has already positively impacted the relationships between departments as we rally around common goals. To meet our students' needs, we provide them with access to critical personal, financial, and academic resources to help them continue to matriculate and be successful. By leveraging data and aligning resources, we continue to improve the teaching and learning at Schoolcraft College.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

Schoolcraft College's administrative structure is formulated to provide for collaboration and communication with campus stakeholders. The College was established and is operated in accordance with Michigan's Community College Act of 1966 and is governed by the Board of Trustees made up of seven publicly elected members. [Section 389.121 – 389.124 of the Act](#) expressly states the powers of the Board of Trustees which are incorporated into the [Board of Trustee's Bylaws](#), which gives the President the right to manage the College within the Board approved policies and applicable laws. The Board of Trustees meets monthly from August to November and January to June. Board Meetings are open to the public, as well as College staff, faculty and students. Board Meetings include the President's Report, presentations from faculty and staff, and opportunities for public comment.

[Board Policy 1070 Governing the College](#), gives the President the authority to organize the College's administration and program of instruction. The College President, hired by the Board of Trustees, is responsible for the overall administration and management of the College. Our shared [governance model](#) includes four parts allowing for widespread participation by the campus community in various levels of planning and policy construction and implementation. These four parts are: Community Input, Representative College Committees, Representative Leadership, and College Leadership.

Community input, ideas and feedback are received through various channels. This information helps to inform the work and decision making of the college standing and adhoc committees. Standing committees consist of representatives from administration, faculty, and staff and meet on a regular basis. Ad hoc committees are short term and used to address certain goals or initiatives;

representation is based on the subject matter expertise required.

An example of a standing committee is our [Strategic Enrollment Management \(SEM\) Process](#) which includes a [cross divisional team](#) of administrators, faculty, and staff to utilize data driven methodologies to help increase the College's student retention and increase enrollment. In partnership with the Strategic Plan, the SEM Process is continuing [the work](#) to align Schoolcraft's budget, academics, co-curricular, and enrollment resources to ensure success for students and fiscal health for the College.

The Leadership Council directly advises the President. The [meetings](#) are strategic in nature, ensuring alignment with the College's strategic plan, with the goal of moving decision making to employees who have access to the most relevant information. The [Leadership Council](#) is comprised of the College's President and members of executive leadership across the institution. Leadership Council works with internal subject matter experts, including faculty, as well as other campus groups, to address issues and identify potential areas of improvement, including but not limited to: programming, services, facilities, and staffing. The President makes any final decision related to procedures, and the Board of Trustees makes the final decision about policies.

The Board of Trustees provides oversight to the College through the adoption of policies. Board policies are divided into five sections: District, Students, Instruction, Personnel, and Business. Schoolcraft College's Policy/Procedures review process is overseen by the College's General Counsel and the College's Chief of Staff, with the assistance of the [College's Policy Committee](#). The review process can be initiated by relevant campus stakeholders impacted by a policy/procedure. The process includes determining the legal requirements imposed by both Federal and State laws and regulations; considering best practices regarding the subject of the policy/procedure; and examining the needs and impact on the campus. The Policy Committee, along with relevant campus stakeholders, review proposed changes and make recommendations to the College's President's Office who present the proposed changes to the College's Board of Trustees for approval or reading. All policies are approved by the Board and then disseminated throughout the campus for implementation. The Policy Committee, with the assistance of relevant stakeholders, are responsible for implementation of the revised policy or procedure.

The Board of Trustees adopted the College's [Strategic Plan](#) at the August 2021 Board Meeting. The Strategic Planning Process, involved internal and external stakeholders as stated in section 1.B.3, and the ongoing plan asks for internal submissions to the Strategic Planning initiatives as outlined in 1.C.3. As we move forward in this work, we plan to bring together these initiatives with those of Strategic Enrollment Management. The [Strategic Planning Team](#) consisted of a cross divisional team that included faculty, staff, administration, union representation, board members, and a student.

Once decisions are made, the various leadership committees are tasked with implementation.

5.A.2

Data informs decisions at every level of Schoolcraft College. The representative committees, leadership, the President and the Board of Trustees all utilize data when making decisions.

As part of the Strategic Plan, a [PESTL](#) (Political, Economic, Social, Technical, Environmental, and Legal) Analysis was completed and [listening sessions](#) were conducted to inform the decisions of the Strategic Planning Team. The information gathered was utilized to address commonly addressed themes, which became the pillars of the [strategic plan](#).

The Chief Student Enrollment Officer keeps the College leadership aware of [Enrollment Trends](#) for the College. The SEM Team's decisions are based on data, as shown in the [Kickoff Meeting](#) setting the stage with Data and there is a Data Team that informs the Enrollment and Completion Teams.

The College completed an institutional [Climate Survey](#) in 2022. The objectives of the Climate Survey were to engage and solicit feedback from employees and students about their experiences on campus; to assess the current campus environment; gain feedback on improving policies and practices; identify challenges and lead with informed-decision making; and to set metrics and benchmarks for making improvements with accountability and transparency. The data from the survey has been utilized to make changes to the [College Leadership](#) groups and creation of facilitation methodologies, amongst other things. The preliminary results were shared with the Leadership Team first, and then shared in a town hall format with campus. Employees were able to then ask questions, as well as submit questions, comments, or suggestions anonymously. This information is being utilized by the College's facilitation committee, as noted in 1.C.3, to update policies, create training and develop strategies improve any areas that were lower than average.

The Leadership Counsel reviews [reports](#) provided by Research and Analytics as well as two interactive data dashboards that launched in October 2023: [Enrollment by Term](#) and [Longitudinal Enrollment Trends](#). Each dashboard contains an introduction, data definitions, instructions, video tutorials, and training scenarios so users can ensure they are comfortable using the dashboard to arrive at accurate answers before exploring the data on their own. These interactive dashboards allow users to disaggregate the data by many variables to understand changes over time for various sub-populations of students, where they live, programs they enroll in, from which high schools they graduated and how long ago, and more. During the President's monthly meetings with the Faculty Forum President updates and data is shared to collaborate on decisions that relate to the strategic plan of the College.

The President meets with the Phi Theta Kappa (PTK) student group and the Director of Student Activities yearly. The [PTK project](#) is reviewed and discussed on how it aligns with and compliments the College's Strategic Plan. These meetings create an understanding for the students regarding the processes the College operates within. In 2022, the President met with these students multiple times to explain the budgeting and funding process. The group then went to Lansing to speak with the College's representatives to advocate for funding for community college's.

The President presents [data stories](#) at the Board Meeting that relate to the Strategic Plan or current strategies and projects. In addition, information is gathered across campus about initiatives, events, and updates that are incorporated into the [President's Report](#) to the Board. This information is also presented and shared the next day at the President's Town Hall to all faculty and staff to ensure that everyone is keeping the metrics at the forefront of their decisions.

Further information about the use of data specifically in the academic division is noted in Criterion 4.

5.A.3

The creation of academic policy commences at the discipline and program level. The faculty are responsible for academic programs including admissions requirements, curriculum and instruction and shared governance regarding academic policies and faculty hiring. [Department Chairs and Faculty Representatives](#) meet regularly with their areas and lead this work, in collaboration with their respective Associate Dean or Dean, who are known as Instructional Administrators. Each department has an [Annual Department Plan](#) that helps document some decisions made within the department

including department level goals. [Instructional Administrators meet monthly](#) to assure alignment between their programs' goals and the rest of the Academic Division and the institution's strategic plan.

Additionally, standing committees such as [Strategic Enrollment Management](#) (Recruitment and Completion), [Curriculum Committee](#), [Core Ability Team Leaders](#), and the [Online Instruction Committee](#) ensure the involvement of key stakeholders (faculty, administration, and staff) in implementing various initiatives driven by the strategic plan but also constantly analyze policies and procedures in relation to their work.

The faculty are responsible for all curricular matters. All new curriculum and changes to curriculum (including academic requirements) must be approved by the [Curriculum Committee](#) which consists of faculty and academic administration. Before curriculum projects are sent to Curriculum Committee, they are developed by faculty and approved by the applicable Department Chairperson or Faculty Representative and the Academic Administrator of the discipline area in a [systematic workflow](#).

Our students are consistently providing college decision makers with research, analysis, solutions and programs that could be used to fix problems around campus. Our very robust, Phi Theta Kappa group participates in two major research projects each year. The officers for the group meet with the college president to discuss both as Honors in Action project and other college projects. While these projects are completed each calendar year, many of these programs continue on as they are meant to become sustainable programs that other departments or administrators continue with their available resources. The Honors in Action project in 2023 is [Artificial Intelligence in Education](#) and is [shaping the conversation](#) at the college on the topic. A current student college project is creating and implementing ways to support our [Michigan Reconnect students](#). These are authentic ways in which students interact with college staff and administrators to support the design and completion of real college work.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Human Resources

Department managers continually review staffing patterns; currently there are 89 full-time faculty, 298 part-time faculty, and 317 full-time and 545 part-time non-instructional employees, according to the [2022 IPEDS HR data report](#).

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

All employees, regardless of labor group, are required to complete training specified by the institution through the use of our [Safe College](#) program. Topics range from sexual misconduct to phishing scams to fire safety. Training modules are added by Human Resources as the needs of the college and its employees change.

New faculty must complete the [New Faculty Orientation program](#) and based on the new faculty evaluation system, will have a more structured onboarding process over their six semesters of probation. The [faculty probationary](#) and [non-probationary evaluation](#) process focuses on growth and has at the core an [Individual Growth Plan](#) specific to each faculty member and developed in a collaborative manner between the faculty member and their administrator.

Fiscal Infrastructure

The College's [Composite Financial Index](#)(CFI) has fluctuated: excluding the effects of Governmental Accounting Standards Board (GASB) 68 and 75, in fiscal year 2019 it was 1.08, 1.60 in 2020, 2.73 in 2021, and finally 2.31 in 2022.

Realizing that financial sustainability had to go beyond the traditional revenue streams of 1) tuition and fees, 2) property taxes, 3) state appropriations, and 4) grants, the College launched several efforts to develop a fourth set of alternative revenue sources. The College developed a strategic set of projects that utilized College land and assets to attract business and industry partnerships. These were not only synergistic to future academic programming, internships and fieldwork for students, but also created a set of sustainable revenue streams for the next twenty plus years. These partnerships, known as our [Development Component Units \(DCU's\)](#), provide recurring cash flow streams of over \$2 million dollars annually. Once debt obligations are satisfied, within the next 13 years, this [cash flow stream](#) will peak at over \$6 million annually. In addition, current excess funds are invested in long-term market securities that have been growing at 8-10% annually.

These investments are expected to generate an additional \$4-5 million annually once the principal balance reaches our current target estimates of \$50 million. There are several KPIs that are monitored and benchmarked against other, similar colleges to identify improvement opportunities. These KPIs are: Primary Reserve Ratio, Net Operating Revenue Ratio, Return on Net Assets Ratio, Viability Ratio, and [Composite Financial Index](#), in addition to General Fund & Designated Fund Revenues vs. Expenditures Per FYES, Net Position (in millions) End of Year, and Cost to Produce a [Quality Credit Hour](#).

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

Technological Infrastructure

Due to the challenges faced in providing quality educational offerings during a national pandemic crisis, as well as the ongoing decline in enrollment, technological issues were identified and are being addressed to assure education offerings are secure. Those identified include:

- Information Technology engaged with [Plante Moran](#) to identify an effective, economical technology roadmap for Schoolcraft College. Key findings included the dependency on virtual desktops to be unreliable and cost prohibitive. Although virtual desktops provided remote access to faculty and staff during the pandemic, many of the College's employees did not have access to computers, laptops or tablets at home, as other family members were already using them for their work or schooling. In some cases, employees did not have stable internet access, which is needed for virtual desktops to keep a connection.
- Using the roadmap, the College addressed reliability on three fronts.
 - The first being the replacement of all failing and obsolete datacenter server hardware. Although installed in 2014-15, the older architectural design was riddled with latency and hardware failures. The 2020 refresh of this environment was more carefully planned out leveraging vendor, manufacturer and college talent. In addition to this the hardware was selected to be more compatible with virtualization, and virtualization software licensing renewal extended for 5 years at a cost of \$7 million. This stabilized many of the technology systems the College utilizes.
 - The second front was to provide an easy-to-use collaborative environment for the College's employees. This initiative included providing [laptops](#) with docking stations, wireless keyboards, mouse, and carrying cases (\$1.05 million) to full-time employees and

part-time administrative employees. The laptops automatically connect back to the College via a secure cloud-based VPN at a cost of \$176K. The next step was to migrate all employees to the Microsoft 365 environment to provide easy anywhere access. This included deploying Microsoft Teams to provide collaborative experience through chat, audio and video conferencing, and the ability to work on documents and projects simultaneously. To accommodate this change and allow full-time faculty to use their laptops during class, classroom lecterns were modified with laptop connections. Throughout the 2022-2023 and 2023-2024 fiscal years, several [training sessions](#) were provided to employees to help them navigate the new collaborative technologies. Although this initiative is ongoing, the project was officially completed in mid-2022.

- The third front involved redesigning how computing services operated in the classrooms and computer labs. Since 2015-2016, these systems were virtual, using Linux technology or thin client technology to operate. The new systems, procured at the cost of \$600k, are currently being replaced, and allow a base Windows operating system and SharePoint environment to operate should the virtual desktop not function.

Other infrastructure upgrades included enhanced security tools and leveraging the Microsoft Security platform, encryption of our datacenter information using trusted platform modules and the increase in internet bandwidth to meet the Colleges' needs.

Enhancements benefiting students and employees included the rollout of Ocelot Access, providing an electronic parent consent form, replacing the Blackboard [LMS system](#) and providing a [student help center](#).

- Ocelot Access single sign on system is now the single access point for all student and employee online interactions with the College. This was further enhanced with the replacement of Web Advisor for Self Service.
- To fulfill the General Counsel's request for parental consent to be tracked electronically, Information Technology rewrote and recoded the Kids on Campus electronic parental consent form to include liability language and allow for a text-based signature to be input during the online registration process.
- Through functionality research and a comprehensive evaluation of the market, Schoolcraft moved away from an older on-premises Blackboard LMS system that was being deprecated, to a Software as a Service (SaaS) based Blackboard Ultra product, providing faculty and students with more functionality, along with routine feature updates.
- Under the guidance of Blackboard Support, in October 2021 Information Technology created a student help center staffed by student employees assisting other Schoolcraft students with their technology support needs. The center provides students with needed resources and provides real world learning opportunities for the College's student employees.

Physical Infrastructure

The College is dedicated to providing students with educational offerings in state-of-art learning environments, including main campus as well as the Public Safety Training Complex (PSTC) and the Manufacturing & Engineer Center (MEC), where specialty labs are available, such a fire tower, electronics, and metallurgy, along with general classrooms (see 3.D.4). However, work on [deferred maintenance](#) was postponed until a ballot proposal was approved. Since then, a deferred maintenance schedule was re-entered into the regular budget cycle to start addressing work on campus.

For example, nine classrooms were upgraded from chalkboards to whiteboards, seven classrooms

received new carpet, and the nursing simulation lab was upgraded to meet the increased demands for use of this space. Also, sidewalks were repaired, and parking lots resurfaced.

The College purchased a building near the Public Safety Training Complex to house engineering technology programs that previously resided within the Applied Sciences building. The new [Manufacturing and Engineering Center](#) opened in Fall 2020 and provides enhanced student learning opportunities in automation, robotics, welding, computer-aided design, plastics, metallurgy, manufacturing, and electronics.

The College was selected to receive \$10 million through the State's Capital Outlay program to redesign the Applied Sciences building into a [health sciences learning space](#). Health Sciences faculty worked together to design highly collaborative learning spaces that allow students access to multiple health professions. Courses in the new and renovated facility began in Winter 2022.

5.B.2

Our mission and vision are at the pinnacle of our strategic planning process, which is integrated into our annual budgeting process, in order to align the College's [strategic goals](#) realistically with the institution's resources and opportunities. Examples of some established goals are:

- Closing the [College's Children's Center](#) that had been losing money consistently while not being utilized by the College's Early Childhood Education program as part of the Strategic Plan's Institutional Effectiveness Pillar.
- Selling the [Radcliff Center](#) location in Garden City to optimize our funds and have the space be better utilized by the city as part of the Strategic Plan's Institutional Effectiveness Pillar .
- Redesigning developmental education courses into a [co-curricular model](#) to better support students in the completion of college level math as part of the Strategic Plan's Student Success + Engagement Pillar.
- Creating a [Diversity, Equity, and Inclusion Strategic Plan](#) to help guide the College's efforts in this field as part of the Strategic Plan's Inclusion, Diversity, Equity, and Engagement Pillar.

5.B.3

The budgeting process steps are defined in the [annual Budget Calendar](#). Each October, departments submit [capital budget requests](#) for renovation, remodeling, and major maintenance to the Renovation Team. In February, the department [Budget Tool](#) is distributed to each budget manager which contains General, Designated, and Auxiliary Fund budget centers for the entire College. In February, the CFO and the Controller & Director of Finance conduct information sessions to all budget managers in order to develop a common understanding of the College's current financial condition. Then budget managers create proposed departmental budgets for the next fiscal year. The [Budget Committee](#), a rotating section of the Leadership Council (formerly Leadership and Executive Teams), forecasts future year revenues and expenditure limits which serves as the basis for the total budget. In April the final, proposed budget is presented to the Board of Trustees. In May, after a [public hearing](#), the Board votes on the [proposed budget](#).

[Policy 5010](#) outlines the Financial Policy of the College, while its procedures outline the day to day details of the processes in place. Board members review budget updates at each March, April, and May meeting and are presented with [General Fund budget](#) to actual data at every board meeting. Budget managers have access to and [review their respective budgets](#) on a regular basis assuring alignment of expenditures to what was budgeted via an online budget tool. Any necessary budget

adjustments are made through the use of the [Finance Budget Revision form](#).

5.B.4

As noted previously, the budget is developed through a collaborative process and approved by the Board, 60% of the [budget is allocated](#) for Instructional purposes. The College's revenue streams that cover the budget are then analyzed by the Chief Financial Officer to determine where potential revenue shortfalls may occur. We have taken the approach of increasing alternate revenue streams through component units, as noted in 5.B.1, and focusing on institutional effectiveness initiatives, as noted in 5.B.2, which have allowed us to continue to ensure enough fiscal allocations for educational purposes. Faculty participate in this work via their analysis of their [Annual Wellness Check](#), development of department goals in their [Annual Department Plan](#), and collaboration with their administrator in the collaborative budget process.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

The stewardship of resources continues to be one of the cornerstones of the College's strategy. All [current](#) and [ongoing initiatives](#) for the strategic planning process go through the budget planning cycle. This process ensures that resource allocation aligns with the key initiatives identified for the upcoming year. The [Budget committee](#) reviews funds requested through the budgeting process and ranks proposals in terms of strategic fit, importance to students, and other cost/benefit analyses. In this way, resource allocation and priority management are linked to the institution's [overarching goals](#). However, the College recognizes that emerging needs may arise outside of this cycle; [funds are designated](#) to pursue those needs as deemed necessary through college leadership and the Board of Trustees.

Distribution of resources occurs when the budget committee analyzes stakeholder needs and projects revenue. With these elements in mind, [60% of the budget is allocated to](#) divisions focused on student instruction and service (i.e. Instruction, Instructional Support, and Student Services).

In 2002, Schoolcraft committed to creating a culture of evidence as it established a strategic planning process. This process has evolved, and the College launched a new planning process in 2021 that included faculty, staff, administrators, labor group representation, board members, and students, which has resulted in our [current strategic plan](#). This plan is represented in all that the College does. The four-pillar framework flows from the mission and includes the following pillars:

- IDEA (Inclusion, Diversity, Equity, and Access)
- Student Success and Engagement
- Institutional Effectiveness
- Outreach and Awareness

Each pillar has [metrics](#) associated with it to help the College continue in a data driven process. This

process also aligns to the College's budget process to ensure any new Strategic Initiatives will have the appropriate resource allocation. Each Strategic Initiative owner submits a [plan](#) for the initiative. Initiatives connected to the Strategic Plan are reviewed and approved by the Strategic Plan Advisory Team, the Leadership Council, and the Budget Committee. Multiple measures are researched and considered including cost, revenue, community value and alignment with the SC Momentum themes.

Examples of how resource allocation aligns with the strategic plan include:

- [Michigan Capital Outlay plan](#). This comprehensive plan allows the college to carefully assess our capital facilities with respect to our current operations.
- [Strategic Enrollment Management plan](#). This framework integrates college wide efforts specific to student success and enrollment. Resources are allocated based on identification of initiatives aligned with the strategic plan and thus, college mission.

As a community college, we focus on teaching and learning, and thus do not have a comprehensive research enterprise with affiliated institutes and centers.

5.C.2

The [SC Momentum Strategic Plan](#) provides direction for the institutions' operations, planning, budgeting and assessments. Aligned Key Performance Indicators (KPIs) measure the effectiveness of Schoolcraft's planning process, strategic objectives implemented, and areas most critical to fulfilling the mission. The College uses measures to monitor [performance levels](#), and these are shared organization-wide to support collaboration and progress on organizational goals. The metrics are broad and represent all facets of the organization. Furthermore, they are aligned to the four themes of the strategic plan.

Our Strategic Enrollment Management Framework uses a [rubric](#) to score the student success initiatives. These scores are used to [prioritize tactics](#) and apply resources as appropriate with a direct connection to a specific student success metrics.

Some specific tactics that show overlap between student assessment and operations include:

- [Developmental Education Redesign](#): A comprehensive evaluation of the success and persistence rates, and data related to student navigation of existing math and English pathways, informed a redesign of the existing system resulting in a myriad of changes including increased budget allocation to Learning Support Services for more FTE, specific to supporting this new system.
- Addressing DFW Rates: In an effort to improve our DFW rates for all students, funds were allocated for the creation of a digital dashboard to provide members of the institution (including faculty) with direct access to DFW rates. This included labor, staff professional development, and software licenses and information technology support.

5.C.3

Schoolcraft College leaders work closely with faculty, staff, and external stakeholders to understand and address their needs, strengthen relationships, and solicit input to verify that the College is fulfilling its mission. Examples include the Strategic Planning Process, which involved internal and external stakeholders as stated in section 1.B.3 through listening sessions, the ability for faculty and staff to review the draft of the plan over four cycles, with edits to the plan between each cycle

([Cycle 1](#), [Cycle 2](#), [Cycle 3](#), [Cycle 4](#)). In addition, the Strategic Planning Team was a cross divisional team which also included Board Members and a student as shown in 5.A.1. The ongoing plan asks for internal submissions to the Strategic Planning initiatives as outlined in 1.C.3.

Schoolcraft employees are active participants in external [task forces and committees](#) such as, the Michigan Community College Association's Michigan's Transfer Project and other student success related initiatives as seen in the Capital Outlay Submission. When exploring new curricular products, the Research and Analytics office. [Occupational Programs Advisory board meetings](#) are held to seek feedback about how to ensure relevant academic programming and curriculum. The College conducts annual surveys among [graduates](#) and [employers](#) to continually assess efficacy in meeting workforce needs and to obtain information for improvement projects. Current students share their perceptions of strengths and weaknesses by participating in the [Community College Survey of Student Engagement](#) (CCSSE). The College recently completed both a Student and Employee Campus Climate Survey, as discussed in 5.A.2.

5.C.4

Schoolcraft College has a proven record of financial stability. The College proactively monitors and plans for potential variations in revenue sources and plans accordingly to ensure fiscal stability. During the latest bond issuance, the College's credit rating, provided by Moody's Investor Services, resulted in an [AA1 rating](#), the second highest rating that is attainable. According to Moody's, at the time of the bond issuance, the strong rating was based upon the following:

- the College's large and growing tax base,
- the successful ballot proposal in Fall 2018, which restored the College's millage rate to its full authorized level, which is described in more detail in the College's [audited financial report](#)
- above average resident income levels, and
- low debt and pension burdens.

As previously mentioned in 5.B.1, to ensure long-term financial sustainability, the College proactively launched several efforts to develop a fourth set of alternative revenue sources. These [investments](#) are expected to generate an additional \$4-5 million annually once the principal balance reaches our current target estimates of \$50 million.

The Finance and Business Services Office prepares a [five-year revenue projection](#) organized into revenue categories as well as a college-wide net income projection. Multiple versions of projections are analyzed in a [dynamic spreadsheet](#) to account for different economic and enrollment scenarios affected by external or internal forces. The budget committee utilizes these thorough analyses to begin budget discussions with the goal of attaining long-term financial sustainability despite potential economic difficulties. In addition, the College annually prepares a [Five-Year Capital Outlay Plan](#) that contains comprehensive data related to instructional programming, staffing, enrollment, facilities assessment, and prioritized capital projects to meet forecasted needs.

5.C.5

Our Finance and Business Services Office creates different scenarios based on external factors, including tax base and state appropriations, as noted in 5.C.4.

As discussed in 5.A.2, when constructing the College's Strategic Plan a [PESTEL Analysis](#) was completed to inform the Committee of these external factors. These factors included Industry and

Workforce Trends, Political Analysis, Economics (including federal grants and State appropriations), Social Analysis, Technology Advancements, Legal Analysis (including data security and Title IX) and an Environmental Analysis.

Population forecasts and potential demographic shifts (including globalization) are monitored by the Research and Analytics (RA) office and are discussed by the [Strategic Enrollment Management committee](#). Research and Analytic provides [data points](#) that are included in the President's report to the Board which is also shared with the entire College at the monthly townhalls; data points that include the metrics for the strategic plan and relevant demographic data. One example of the College's responsiveness to changing environmental and workforce trends was the opening up a new Health Sciences Center with new academic healthcare programs, in 2022, as our proprietary research showed high demand for specific healthcare occupations in our geographic region. The College had forecasted a high demand of these healthcare professions, the pandemic accelerated this shortage. As indicated in Schoolcraft's Local Needs Assessment Report (2021), the Michigan Bureau of Labor Market Information and Strategic Initiatives forecasted that the Health Care and Social Assistance cluster would add 11,270 jobs (4.2% growth) in the Detroit Metro Prosperity region from [2018-2028](#).

The Information Technology (IT), Distance Learning (DL), and the Center for Academic Innovation monitor technological changes pertaining to instruction, security, networks, infrastructure, software, hardware, etc., and incorporate [large technology initiatives](#) into the strategic plan.

Data reported to the Michigan Community College Inventory Report (MCCDI) shares publicly available [summary information](#) about the activity, enrollment, resources and financial standing of the state-supported community colleges. This report provides a framework for identifying areas of institutional similarities and differences among Michigan community colleges on a variety of attributes, including the needs of individual colleges. Internally, this data is used for benchmarking, [KPIs](#), and evaluating expenditures on items such as instruction and student support, particularly in relation to successful student outcomes. The [National Community College Benchmark Project](#) (NCCBP) is another useful annual data source that helps the College to benchmark against its peers and gauge overall institutional health.

5.C.6

Schoolcraft's evolution of our strategic planning process provided a springboard for continuous quality improvement efforts and for a system to tackle large-scale improvement initiatives (strategic initiatives). A third-party facilitator was brought in to help manage the [process](#) along. Three examples of these initiatives included: closing the [College's Children's Center](#) that had been on a financial decline since prior to the pandemic, selling the [Radcliff Center](#) location in Garden City to better utilize institutional funds and have the space be better utilized by the city, and updating developmental education courses into a [co-curricular model](#). Each of these initiatives submitted a plan, budget requests, and went through approval processes Each initiative is identified under one of the pillars of the Strategic Plan as identified in 5.C.1.

Another area that was strengthened is the [Strategic Enrollment Management system \(SEM\)](#), which is working to connect the strategies and tactics for recruitment and completion across campus to align with the strategic plan. SEM is a framework that focuses on improvement of student success rates by evaluating the student experience throughout the student lifecycle. This may involve reviewing college policies, procedures, support services, and interventions to ensure their effectiveness. Additionally, it ensures that any new additions or changes to the student experience are intentional and are resource supported.

Phase one of the SEM plan involved creating a centralized [inventory](#) of the strategies or tactics that were currently happening across campus that supported either recruitment or completion. These strategies and tactics were then reviewed by the Team Leads for recruitment and completion to create a [recommendation](#) to the Advisory Team on which tactics the SEM Teams should focus on for the next year in the areas of Recruitment and Completion.

Phase two will consist of SEM Teams working with the selected project owners to help set data measures, review progress on the tactics and remove barriers, and to bring the strategy to completion. The Data Team helps to inform the [Teams](#) and project owners on effective use of data as they work on assigned projects.

To assure College faculty were aware of what SEM is and what their role is within this plan, a [SEM Fair](#) was held in the Fall of 2023. In addition to the SEM Fair, the Team leads presented to all campus (Faculty and Staff) to include the SEM Process, how the inventory would be completed, and how it relates to the Strategic Plan prior to the fair. The Winter 2024 Welcome Back event included a SEM update, which will be a reoccurring session at each bi-annual Welcome Back day.

Additional examples of data sets used to identify areas for improvement in specific operational areas include the following: [Academic Program Reviews](#) and [Core Abilities](#) , [Employee Climate Survey](#) (employee input), [Campus Climate Survey](#) (student input), and the [Community College Survey of Student Engagement](#) .

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5.S - Criterion 5 - Summary

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

Summary

Schoolcraft College'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 leadership embraces shared governance, data-informed decision-making, and inclusivity through effective collaborative structures. Through these structures, systematic planning occurs to align the operations with the Strategic Plan and Mission. College revenue streams include tuition and fees, local property taxes, state appropriations, grants, and partnerships known as development component units. The budget process is extensive, inclusive, and tactical. The current resource base is sufficient to support our educational programs and contribute to program improvement. To ensure institutional effectiveness, leadership regularly reviews and analyzes human resources, fiscal metrics, technology systems, and physical infrastructure. We are continuously changing to better meet the needs of our students and community. Schoolcraft College plans for the future by evaluating enrollment, community trends, student outcomes, and financial projections to facilitate agile and responsive leadership.

Sources

There are no sources.