

Schoolcraft College

HLC ID 1363

OPEN PATHWAY: Mid-Cycle Review

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Context and Nature of Review

Review Date

2/5/2024

Review Type:

Mid-Cycle Review

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.

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.

Rating

Met

Rationale

The Schoolcraft College's mission is articulated publicly and operationalized throughout the institution.

Schoolcraft College's Assurance Argument shows that the mission is embedded in the four themes of the strategic plan and drives the academic offerings, services, and profile. The mission statement is ***Schoolcraft is a comprehensive, open-door, community-based college. The mission of the College is to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social, and economic goals of those we serve.***

The current mission statement was reviewed as part of a comprehensive review of the strategic plan, mission, vision, and values. The work was led by a subcommittee of faculty, staff, and student members who presented their recommendations to the College Strategic Plan Committee and then the Leadership and Executive Team. Keeping the mission statement the same was recommended, but waiting until the next strategic plan to modify it. The Board of Trustees approved this decision in June of 2021.

Schoolcraft defines itself as an open-door community college. The open-door concept means that the educational experiences offered vary due to the various stakeholders served. The mission of the

College is emphasized by the comprehensive multi-purpose programs and activities that are offered, including degree and certification programs, personal and professional learning offerings, business and workforce development services, career services, cultural enrichment offerings, as well as wraparound services such as kids on-campus program, veteran services, sports dome, fitness center, walking track, pool, and restaurants.

Those multiple offerings and services reflect the intentional mission that targets the institution's constituencies and main stakeholders, which include K-12 students, 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, and youth sports families.

The mission statement can be found posted on the College's website, in all buildings, in their strategic plan, in the academic catalog, in foundation documents, in job descriptions, in the employee handbook, and in leadership council meetings documents, among others.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft College's mission demonstrates a commitment to the public good.

As a community college in Livonia, Michigan, it serves the public by engaging in relevant offerings and actively participating in the community through boards and task forces.

The publicly funded college is supported by student tuition/fees, federal contracts, and federal/state/local grants. The college has no obligations to investors or any parent organization. The institution demonstrates thus that educational responsibilities take precedence in the institution's budget allocation.

Moreover, the Board implements a conflict of interest policy, stating actions and activities that could support external interests and where conflict of interest could exist.

The educational role of the institution and the engagement with the external constituencies and community is demonstrated in several ways, and some examples include:

1. College personnel serve in community task forces, committees, and boards.
2. Develops and implements career and technical programs that support workforce needs.
3. Partners with local middle schools and houses a transition program for special education students to transition them to jobs.
4. Provides customized on-site training for area companies through the Business Development Center.
5. Actively partners with local employers, including hospitals and health care providers.
6. Involve community members in becoming advisory committee members for the academic programs.
7. Involves external stakeholders in the development of the strategic plan.

Pronounced evidence of engagement with external constituencies that yields an immediate impact on

the local workforce and economy in Livonia and throughout the district is the APEX accelerator program. Businesses use APEX to learn about and secure local, state and federal contracts resulting in jobs for local skilled tradesmen and graduates of Schoolcraft CTE programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft College provides opportunities for civic engagement in a diverse, multicultural society and globally connected world appropriate to its mission and constituencies.

The institution provides curricular and co-curricular activities to enhance the institutional outcomes - Core Abilities. The Core Abilities include Communicate Effectively, Demonstrate Creative and Critical Thinking, Use Technology Effectively, Use Mathematics, Manage Information, Work Cooperatively, Act Professionally, and Demonstrate Social and Cultural Awareness.

Similarly, the College promotes global awareness and civic engagement in various ways. For example, it offers a *global endorsement* that allows students to learn international or intercultural skills. Similarly, the institution provides *service learning endorsements* to link academic content with volunteerism and community service. Finally, the institution promotes clinical, internship, and apprenticeship experiences in their occupational programs and, when possible, in their transfer programs.

To demonstrate inclusive and equitable treatment of diverse populations, Schoolcraft College created the Department of Equity and Engagement to increase the College's capacity to review policies and procedures, develop training, and collaborate with various vital 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 to create a DEI Plan to complement the Strategic Plan. Similarly, the office is mobilizing the campus by creating a cohort of faculty, staff, and students called the IDEA (Inclusion, Diversity, Equity, Access) Leaders, who will implement best practices across campus to increase both compositional and relational diversity representation.

The institution is also committed to fostering respect among all constituencies. Some recent efforts in this direction include, for example, establishing a cross-functional Facilitation Committee to address other findings from the employee survey, such as promoting mutual respect, professionalism, and civility. The goal is to continually improve the tools to manage inappropriate behavior, provide

constructive feedback, express staff appreciation, and set a positive behavioral example.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Schoolcraft College's mission is clear and articulated publicly; it guides the institution's operations

Schoolcraft College has a clear mission statement, vision statement, and values linked to strategic planning goals and driving institutional operations. The mission statement appears in various college publications and is available on the college website. Schoolcraft College has established academic programs, support services, and community-based programs that support the mission and demonstrate a commitment to creating learning experiences and growth opportunities for the local public. This institution is committed to promoting the public good through its many partnerships and services in the community.

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.

Rating

Met

Rationale

Schoolcraft College demonstrates ethical and responsible conduct in its operations. They recently had their mission reviewed by the Strategic Planning Mission Vision and Values Subcommittee which was made up of faculty, staff, and students. They recommended no changes to the current mission, which was then accepted by the college's Leadership and Executive Team and adopted by Board Policy 1010 The Mission of Schoolcraft College. This shows clear institutional ownership of the mission and board adoption. They have financial policies in place to ensure ethical conduct like the Purchasing Procedure 5110.1 which guides both their philosophy and process of purchasing, and submitted an example of their annual independent audit report that demonstrates the integrity of their financial systems. Academically, they adhere to FERPA and have developed a Student Rights and Responsibilities guide which explains both appropriate activities and consequences for misconduct. They encourage appropriate reporting of misconduct, customer service concerns, instructional issues, accessibility failures, and extenuating circumstances through an easy reporting process titled SC Aware. Human resources matters are controlled by Procedure 1030.1 with a list of Code of Ethics requirements, which is reinforced at employee orientation and within their Staff Handbook, Policy 4160 which covers Conflicts of Interest, and Procedure 4160.1 which defines and prevents Nepotism in hiring. Policy 4300 covers both the philosophy and process for determining appropriate staffing levels, Policy 4210 explains the process both to hire and dismiss an employee, Policy 1080 prohibits discrimination and harassment and all staff engage in annual training on all policies as well as diversity, equity, and inclusion appropriate to their mission. While they did not provide many documents demonstrating their use of these resources, they have demonstrated a deep commitment to working ethically in all of their college functions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft uses their website, catalog, and syllabus as the primary communication tools for the college. They have an approval process to ensure the accuracy of web materials, and their Curriculum Committee engages in an annual review and update of their catalog. The website contains a complete department directory, tuition and fee schedule, the schedule of meetings for the Board of Trustees, all policies and procedures of the college, their Annual Security report, and their college budget. The catalog lists all academic courses and programs, general education requirements, and Michigan transfer requirements. They use a common syllabus template, with clear instructions on what is editable at the section level to ensure the accuracy of that important classroom tool. Community engagement is a core pillar of the College, and they express it with various student activities, clubs, and community service projects. They also regularly engage in a student campus climate survey, publishing the results. Their Center for Experiential Learning houses internships and impressively increasing apprenticeship opportunities. They participate in 14 varsity sports through the Eastern Conference. The College takes seriously its contributions to student and community engagement, and experiential learning, providing multiple opportunities for students and the community to participate in these experiences.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft College has an actively engaged Board who all undergo an established orientation once newly elected. The Michigan Community College Act gives guidance to these district boards including that they are non-partisan, 7-member with staggered terms. Policy 1050 the Bylaws of the Board of Trustees outlines their duties and responsibilities. Board meetings are open to the public, and the agenda and meeting minutes are published online. Each meeting contains a president's report to ensure that they are informed of important College happenings, a Budget report, a Purchasing report, and a Trustee Spotlight to allow a faculty, staff, or student member of Schoolcraft to present an aspect of the College. They also include two places in their agenda for community voice and engagement. All members attend the Michigan Community College Association Summer Conference for professional development, legislative, and state updates. Michigan's Incompatible Public Office Act 556 sets standards for board independence, including ownership and elective official interference. Board Policy 1050 directs the president to recommend, employ, or dismiss all employees and Policy 1070 gives the president the right to implement the policies of the board and to establish appropriate procedures for internal governance. Policy 4010 is the Faculty's collective bargaining agreement and establishes their duties and responsibilities, including oversight of academic programs and curricular design. The design and implementation of the governing board of Schoolcraft College demonstrates its independence and allegiance to the best interests of the College through these mechanisms and processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft College defines and commits to, academic freedom in their Faculty Contract Article III §1 - Academic Freedom. Faculty have the "freedom of discussion within the classroom of all matters within the framework of the class." A formal grievance process in place for faculty where they can use if they believe their rights are violated. Freedom of speech and expressive activity is a right to all students, staff, and faculty and can be found both in Policy 1062 - Free Speech, Expressive Activity, Public Forum, and definitions and processes are outlined in its accompanying Procedure 1062.1. These practices, and the fact that only one faculty has grieved, demonstrate their commitment to academic freedom and freedom of speech.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The institution has several policies in place to ensure ethical and responsible behavior by its constituents. Procedure 3112.1 ensures that copyrighted materials are protected and defined as fair use for educational purposes. Schoolcraft additionally has Policy 4060 to ensure workplace safety. No examples of the use of these practices were given, but the process is well-designed. Faculty are bound by the Preamble to the Faculty Contract which requires ethical behavior, and Article XV outlines how misconduct is investigated and resolved. Faculty are trained in their LMS plagiarism software in their Distance Learning Credentialing Course Series where they discuss the appropriate use of such software, and are given additional professional development around ethics including a recent series on ethical implications of ChatGPT and AI. Students are bound by the Student Code of Conduct, which is discussed during their orientation, is listed on all syllabi, and concerns can be reported in the SC Aware online reporting system. Two of the Core Abilities of Schoolcraft College (institutional learning outcomes) are Manage Information and Act Professionally, and students who take classes associated with these Core Abilities are given additional opportunities to identify and discuss responsible actions and behavior. No evidence was provided on how these policies are enforced, but the guidelines are well developed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

The Board of Trustees of Schoolcraft College holds themselves to a high standard in conduct, professional development, and commitment to the college they serve. They act independently to improve and enhance the college and the community the college serves. Day-to-day management and implementation of policies remain under the purview of the president. Strong policies are in place to ensure that the financial, academic, and human resources of the college are handled ethically. Their website and catalog production process demonstrate a commitment to the accuracy and currency of the content that they publish for students and the public. The College has an environment that enforces both academic freedom and freedom of expression. They act responsibly in their scholarship, research, and in their classrooms.

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).

Rating

Met

Rationale

The courses and programs are current and require levels of student performance appropriate to the credential awarded. Course are reviewed and approved through a Curriculum Committee process that includes a review of course outcomes. The outcomes for 100 and 200 level courses are tracked using the Exit Learning Outcomes Matrices (ELOMs). Liberal Arts and Science general education courses are also reviewed by transfer institution faculty. Schoolcraft participates in the MiTransfer Pathways Project, further strengthening course outcome review and rigor. Advisory Boards are utilized in reviewing occupational course outcomes to allow an assessment of the outcomes by field experts. Non-credit offerings use stakeholder input and institutional data to evaluate which course offerings to continue and assist in the evaluation of course outcomes.

Schoolcraft maintains core outcomes for the Liberal Arts Transfer (LAT) Program. The outcomes for the LAT are clearly outlined. Individual program outcomes are maintained for each program and followed using a standard matrix. Outcomes for the AS, AAS, and BS programs do not appear to be clearly defined. The course requirements for the AAS, as stated in the Schoolcraft Catalog, do not appear in each program. For example, the Cosmetology AAS degree Does not have a second English requirement for ENG 102, 221 or a communication arts course. The Communications English course requirement for that degree is not stipulated and is only listed as "recommended: ENG 116 - Technical Writing." This course is not listed in the general education requirements as meeting the communication arts requirement. Similar issues are found in other AAS Degrees as well.

A common syllabus is used for each course regardless of modes of delivery or location. Faculty have clearly established guidelines (What Part of the Syllabus Can I Edit?) for what may and may not be

customized for each individual faculty member teaching the course. The Online Instruction Committee has established procedures for review of the courses to be taught through online/distance delivery to maintain adherence to the common syllabus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The general education program is not clearly followed for all appropriate degrees. For instance, the Liberal Arts Transfer (LAT) is clearly outlined and followed for students opting to take the additional courses. Minimum general education course requirements, without the additional LAT requirements, should be established and found in all degrees. For example, the AAS requirements, as outlined in the general education portion of the Online Catalog, must be found in all AAS degrees.

Schoolcraft faculty have transitioned to a more standard Liberal Arts and Science course distribution for general education. Faculty have separated measurable learning outcomes (Core Abilities) from general education course requirements. General education courses are aligned with state transfer outcomes and course requirements. The Michigan Transfer Agreement (MTA) allows students to complete a core transfer block (30 credit hours) to facilitate general education completion upon transfer within the state.

The institution has developed a variety of ways to support human and cultural diversity education, including the establishment of the DEI (Diversity, Equity, and Inclusion) Task Force, which led to the Equity, Diversity, and Inclusion Strategic Initiative. Several initiatives are in place to promote DEI education, such as the IDEA Fellowship Leadership Program, the Schoolcraft College International Institute (SCII), and others.

While research is not the primary focus at Schoolcraft College, there are a number of scholarship initiatives both inside and outside the classroom. Both students and faculty have the opportunity to

participate in and be recognized for scholarship activity through the Center for Experiential Learning (CEL) and a variety of student awards programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft has been recognized within the state as the most diverse community college in the state. The Inclusion, Diversity, Equity, and Access (IDEA) Strategic Plan has recognized the need to create additional focus on recruiting, hiring, and retaining faculty from historically underrepresented populations. Teams are currently being formed to address "representational gaps." Faculty are represented by a collective bargaining unit to address faculty load. Full-time faculty are required to teach 14-16 contact hours for both Fall and Winter Semesters. Clear guidelines are established regarding overload. Part-time faculty may teach up to 12 contact hours for Fall and Winter semesters and up to 10 contact hours for Spring and Summer terms.

Minimum faculty qualifications are clearly established for each discipline, and these are reviewed annually by all disciplines. The qualifications/guidelines are used when hiring full-time faculty. Part-time faculty must also meet the approved criteria for teaching specific courses.

Both full-time and part-time instructors are evaluated regularly and in accordance with established institutional policies and procedures. The evaluation process is outlined in the Faculty Evaluation Handbook for all categories of faculty. Evaluation includes information and feedback from administrators, peers, and students. Clearly established rubrics are used to guide the review of a teaching portfolio submitted by faculty at predetermined intervals based on their faculty status.

A new evaluation process is being tested as a pilot with plans to fully implement the change in Fall 2024. This process was developed by faculty, administration, and human resources. The evaluation process will include student surveys, a professional practice assessment, and an individual growth plan.

As noted, newly hired full-time and part-time faculty must meet the minimum standards set by each discipline. The faculty contract outlines the requirement for faculty to remain current in their disciplines, which includes participating in professional development, meeting established competencies, and maintaining required credentials. Advisory boards provide outside review of faculty credentials and standards, and student feedback provides further information on faculty quality and adherence to standards. A variety of institution-created professional development opportunities are provided for faculty, in addition to a designated professional development fund to support individual faculty professional development activities and to fund institution-wide opportunities.

The faculty contract requires that full-time faculty post and maintain five (5) on campus office hours per week. Both full-time and part-time faculty are encouraged to meet virtually with students using web conferencing. Part-time faculty must post how student consultations are conducted.

Onboarding and training are provided for students support services staff members. Department supervisors are responsible for providing area-specific onboarding for new hires after the general institutional orientation process is completed. Each departments determines the most appropriate methods for continuing education and training for staff. Additionally, academic advisors are part of the Faculty Forum bargaining unit and have access to professional development funds. Other support staff receive professional development funding as part of the departmental budget.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Met

Rationale

The institution provides student support services suited to the needs of the community college student population. The wide-variety of services available to students includes, but is not limited to, a variety of academic support services, financial services, career services, and disability support services. These services are available at a variety of times to meet student needs. Academic support services also include group and individual tutoring sessions.

Course level eligibility is determined through the use of prerequisites, high school GPA, and/or an assortment of test scores. This allows students to demonstrate eligibility for courses in a variety of ways. The institution has a co-requisite model to support students who may be under prepared for college level courses, using concurrent enrollment in support courses (co-requisite courses) and college level courses. Additional courses on Student Success and Career Development also allow students to develop skills for college success.

The institution provides academic advising, transfer advising, and career advising to meet the needs of students in varying disciplines and career goals. Academic advisors are available by appointment or drop-in, and students may choose to meet in-person, by live web conferencing, or by phone. On-site advising recently became available in all buildings at all locations for improved student access.

The institution provides resources and infrastructure necessary to support the teaching and learning goals of the college. Student academic support resources, as well as laboratories and other teaching spaces, provide students and faculty with the necessary facilities to meet program outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The institution maintains a robust schedule of courses per semester, a qualified faculty, and comprehensive evaluation of instruction and course review process to substantiate the evidence provided on the quality of education at Schoolcraft College. The assessment of student learning has not yet achieved the measures and objectives outlined in the institution's plan for courses and programs. Assessment of general education shows evidence of inconsistencies across measures and very little proof of closing the loop and enacting sustainable changes to programs of study is documented.

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.

Rating

Met

Rationale

Schoolcraft College engages in an annual review of its academic programs using a document called the Annual Program Wellness Check. They track student demand (via enrollment), awards conferred, labor market data, CIP code alignment, financials, and student feedback; and require recipients to complete a SWOT analysis and 3-year plan in response. Their goals may also be included in their Annual Department Plan (ADP), but it is unclear if there is any required improvement to the program based on the data, and no examples were given when those improvements were instituted or assessed. They did indicate their awareness of that and have a strong plan moving forward to close the loop in this process. Schoolcraft has a comprehensive procedure, 2210.5 Transfer Prior Credit and Equivalency Credit, which they use to guide their work in the evaluation of credit, experiential credit, prior learning credit, and quality of credit. They also belong to the Michigan Transfer Network which gives state-level support and resources to this work. The institution has created a

well-developed and thorough Curriculum Handbook which demonstrates its authority over pre-requisites, rigor of courses, and expectations of student learning. They also engage in curriculum mapping to demonstrate how they determine the needs for pre-requisites. They do not demonstrate that they evaluate their practices, but it is evident that it is a well-designed system. They engage students in this work through an editable common syllabus that serves as a course standard and clearly gives students information about learning outcomes and rigor. Schoolcraft College presented a brochure to demonstrate their wide range of support services, but no evidence of use, or evaluation of the efficiency of these resources. They would be well served to engage in those practices. Faculty qualifications are outlined in general terms in the Faculty Contract Article V and the 4.3 Guidelines for Determining Minimum Faculty Competency. They are given in detail at the course level in the Minimum Competencies document by the college which includes express requirements and date of change. The college holds specialized accreditation in 17 areas and demonstrates that to the public through its website. Schoolcraft College closely monitors not only their 7% first-time full-time students but also uses Michigan's Center for Education Performance information for a more inclusive look at all of their students. With that broader data, they saw that their completion rate in the year 2015-1016 was 5% higher than the state average. In their graduation job placement data, they found that 68% of respondents were working in the field for which they prepared with a median salary of \$68,640. They also engage in a bi-annual Employer Satisfaction survey which is standardized across the college and provides strong data about how employers feel about their programs. They do not demonstrate that they use this data, which would be a good place to close the loop. Taken together, Schoolcraft College demonstrates that they take the quality of their educational programs and support services seriously, and have processes in place to ensure they work. They do not currently evaluate the effectiveness of their practices but are actively working to resolve that. They have established their commitment to student learning and learning environments, and easily met the standards of this criterion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Met with Concerns

Schoolcraft College engages in the performance based learning model which emphasizes student demonstration of learning over rote memorization. Faculty identify program and institutional learning outcomes, using this model, in their Exit Learning Outcome Matrix that demonstrates where students learn specific skills - both institutional and programmatic. Their institutional student learning outcomes are outlined in Policy 1020 Core Abilities and General Education which states that every course must address, and assess, at least one core ability. Each core ability (CA) has a rubric for assessment evaluated against the AACU Value Rubrics and the National Association of Colleges and Employers survey data. They have established an assessment process where annually they assess two CA, and have a strong process to identify courses through a randomized search, train faculty assessors, and report back on the data found in the assessment. They engage in a great deal of work to improve this assessment process, including rubric refinement and faculty norming, but they do not track, nor report on, improvements made as a result of this assessment, nor do they close the loop in establishing if the improvements implemented resulted in student learning increases. They do have a repository of faculty resources if they individually want to improve their teaching of the core abilities.

In co-curricular assessment, they have created a cross-functional team of learning support services, student activities, admission, advising, and registration who together have created rubrics specifically to assess student learning of the core abilities within these departments. They have engaged in one round of assessment and are now improving the assessment cycle. It is too early in this process to establish what they intend to do to improve student outcomes with these assessments.

Program outcome assessment is determined at the faculty and department level with the assistance of their advisory committees. While they list several direct assessment measures, only one example of indirect assessment (student survey) was given. There was no evidence given of the outcomes of program direct assessments, the improvements made as a result of the assessment, and how the

college closes the loop to determine if improvements made increased student outcomes.

They also discuss general education outcomes where each general education core - English, Humanities, Math, Science, and Social Science has its own established rubric that aligns with the Michigan Transfer Agreement Requirements for General Education. They gave sample improvement outcomes suggestions made as a result of this assessment process, and are currently engaging in a third assessment to track the closing of the loop. The work in all instances evinces strong faculty and staff engagement, and processes to ensure that the work is done with integrity. This work demonstrates that Schoolcraft is capable of engaging not only in the work of assessment, but also the work of identifying improvements to be made as a result of the assessment, and how to evaluate the improvement's success on student learning outcomes.

Schoolcraft is not alone in creating a strong process for assessment without a process for capturing the improvements made as a result of the work, and the assessment of student outcomes based on the improvements identified. Spending some time concentrating on these final parts of the assessment cycle would ensure that the institution uses its assessment data to improve student outcomes within its programs.

Interim Monitoring (if applicable)

Creation of an annual report of assessment results, improvements that departments have implemented based on the assessment results, and reporting on how those improvements did, or did not, improve student learning outcomes.

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.)

Rating

Met

Rationale

Schoolcraft College uses a plethora of recognized data tools to benchmark and set goals, identify areas of strengths and opportunities for improvement, and track the success of their strategies. They used the National Community College Benchmark Project along with the internally developed Longitudinal Early Momentum Metrics, Persistence, Retention, and Completion data set to gather their baseline data on student retention, persistence, and completion. They use both IPEDs and Michigan's Center for Education Performance Information to gain a complete picture of their students so that they can track success as compared to their peers. This is especially important given their current baseline completion rate of 24.16%. Under state legislation, they are required to improve by 3% over four years until they reach 50% completion rates. Given these data sets, Schoolcraft was able to develop high-impact internal dashboard to improve success including the DFW dashboard and the Annual Wellness Check (program review). Schoolcraft additionally used the National Institute for Student Success to develop effective strategies based on the data they have collected, creating a diagnostic analysis and playbook. They found four key areas to address in improving their student outcomes: high DFW rates, under-utilized financial aid, under-coordinated advising, and under-developed pathways. This playbook also gives action steps necessary to achieve success which the institution has been using to plan improvements. Already they have signed an MOU with College Possible to increase their financial aid outreach, have hired new positions in financial aid, have engaged in training for their academic advisors to establish a standard of care, and created a Strategic Enrollment Management Framework. All of these practices demonstrate a strong focus and commitment to improving student outcomes in persistence, retention, and completion. While all of these strategies are relatively new, beginning in 2019, and impacted by

covid set-backs, already the institution has demonstrated success in their endeavors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

Schoolcraft College evinces a commitment to student learning, evaluation, and improvement in the quality of its academic programs. They engage in annual program reviews, although it is unclear that they track improvements based on this review. They employ strong criteria for credit evaluation and faculty oversight in course prerequisites, rigor, learning outcomes, student learning resources, and faculty qualifications. They effectively work to track their graduates both in employment and transfer and publish their findings in college-wide reports. They engage in institutional, programmatic, and general assessment, but could benefit from a stronger emphasis on improvements made based on those assessments, and the efficacy of those actions in improving student outcomes. The College adroitly manages a great deal of high-quality data to benchmark and track student success in persistence, retention, and completion, and has developed strategies including defined action steps to improve outcomes.

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.

Rating

Met

Rationale

Schoolcraft College has established structures and collaborative processes which enable the institution to achieve its mission. As Michigan's Community College Act of 1966 requires, the college is governed by a Board of Trustees of seven publicly elected members. The Board of Trustees Bylaws authorizes the President to manage the college following Board-approved policies and laws. The Board meets ten times a year. Board meetings open to the public, faculty, staff, and students, including the President's Report, faculty and staff presentations, and opportunities for public comment. The Board adopted the college's most recent Strategic Plan in August 2021.

Under the leadership of the President, the institution's governance structure provides ongoing mechanisms for community input through both standing and ad hoc committees. The College Leadership Council solicits input from faculty and campus groups to identify campus issues and areas for improvement. The most recent strategic planning process solicited feedback from both internal and external stakeholders. The Strategic Planning Team included representatives from faculty, staff, union, board members, and a student.

The college uses data to inform enrollment planning, monitor and improve the campus climate, and inform the budgeting and funding processes. While the Chief Student Enrollment Officer monitors enrollment trends, the members of the strategic enrollment team use a data-driven process to increase enrollment and retention. The Strategic Enrollment Process strives to ensure that the college's

academic, co-curricular, and enrollment resources support student success and maintain the institution's fiscal health. Perhaps unique for an institution of this size, the college has built two interactive dashboards that enable users to dis-aggregate data to track student success rates over time. The President's practice of presenting data stories to the Board of Trustees reflects the institution's commitment to data-driven decision-making.

The responsibility for creating and modifying academic policy, including admissions requirements, curriculum, and instruction, rests with the faculty. Department Chairs and faculty representatives meet regularly with program faculty and their respective Associate Dean or Dean. In addition to the Strategic Enrollment Committee, faculty, administration, and staff are represented in the Core Ability Team Leadership and the Online Instruction Committee. The Curriculum Committee is comprised of faculty and administrators. Students provide research and analysis to college administrators. The college has a robust Phi Theta Kappa group whose officers meet with the College President. Their members participate in two major research projects each year. Some of the projects become sustainable programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft College has faced challenges ensuring its resource base supports its educational offerings and plans.

The college monitors and develops its human and fiscal capital, information technology, and physical plant. The Human Resources Department strives to hire qualified and trained operational staff by establishing position descriptions that establish requisite job skills, qualifications, and competencies. Staff and faculty participate in initial orientation training followed by structured onboarding processes. New faculty undergo a six-semester onboarding process while all faculty work collaboratively with an administrator to develop an Individual Growth Plan.

During the national pandemic, Schoolcraft created a technology road map to improve reliable access to the internet. In 2020, the college updated its hardware and renewed software licenses. From 2022 to 2023, the college provided laptops and docking stations that connected its employees through a cloud-based VPN and migrated them to Microsoft 365. The college also upgraded its classroom technology, increased internet bandwidth, and adopted enhanced security tools. The information technology department adopted Ocelot Access to provide a single online access portal, upgraded its Blackboard system, and created a student help center.

The campus's commitment to delivering instruction in state-of-the-art learning environments is evidenced by the creation of specialty labs in the Manufacturing & Engineering Center, multiple classroom upgrades, and the conversion of the Applied Sciences Building into a health sciences learning space.

The college's strategic operations plan identified eighteen initiatives to improve campus operations, including DEI, student success, and curricular initiatives. Although the plan identified sources of funding for some of the projects as well as potential external sources, it is evident that the resource constraints have led the college to cut revenue-draining programs like the Children's Center and sell

one existing facility (the Radcliff Center) to prioritize the most pressing initiatives like redesigning developmental education courses. The college's priorities are realistic in light of the institution's student-centered mission and resources. Although the CFI in 2019 fell within a range that would require external monitoring, in 2021 and 2022, the CFI ratio fell within a healthy range.

The college's annual budgeting process culminates in May each year when the Board of Trustees votes to approve the college's proposed budget. The budget is the outcome of a several-month process that commences when departments submit capital budget requests in October. In February, the CFO and Director of Finance conduct information sessions for budget managers who subsequently propose departmental budgets. The Leadership Council's Budget Committee forecasts the revenue and expenditure limits, which form the basis of the annual budget. Throughout the year, budget managers review and track expenditures to ensure that they track budget allocations.

The college uses Annual Department Plans to ensure that the budgeting process is collaborative and that 60% of the budget is allocated for instructional purposes. The college has increased alternative revenue streams to ensure the institution has sufficient resources to fulfill its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Schoolcraft College's budget process is designed to ensure that the college allocates its resources systematically, advancing the strategic plan's key pillars.

The college ensures its expenditures align with its mission and priorities by incorporating current and ongoing initiatives into the budget planning cycle. The Budget Committee ranks spending proposals in terms of their strategic fit and importance to students, using a cost/benefit analysis. Consistent with its community college mission, the college allocates sixty percent of the budget to student instruction and services. The college's SC Momentum Strategic Plan focuses on four pillars: 1) Inclusion, Diversity, Equity, and Access; 2) Student Success and Engagement; 3) Institutional Effectiveness; and 4) Outreach and Awareness.

The college uses Key Performance Indicators to measure progress made under the strategic plan's four pillars. These measures are shared throughout the institutions to support collaboration. The college uses a rubric to score performance to monitor the effectiveness of student success initiatives. The college uses these performance scores to prioritize tactics and guide resource allocation. The redesign of developmental education and the use of digital dashboards highlighting DFW rates highlight the link between operations management and student success initiatives. However, as explained in the rationale under 4.B.2, the college has not demonstrated that it closes the loop in the student learning assessment process. Thus, it is not clear how college operations address shortcomings in the achievement of student learning outcomes. Although DFW rates are one indicator of student learning, they are not a substitute for a comprehensive assessment cycle.

As explained in 5.A.1, external and internal constituencies participated in Schoolcraft's strategic

planning process. Throughout the process, faculty and staff had numerous opportunities to provide input to the plan. “When exploring new curricular products, the Research and Analytics office produces an environmental scan to determine needs within the community Occupational Programs Advisory board meetings are held to seek feedback about how to sustain relevant academic programming and curriculum. Finally, the college solicits feedback from current students on the institution's strengths and weaknesses through the Community College Survey of Student Engagement (CCSSE).

Schoolcraft can prudently plan expenditures and maintain fiscal stability by proactively monitoring revenue streams and enrollment. The effectiveness of the college's budget process is reflected in the college's AA1 credit rating (Moody's Investor Services). The college has proactively launched several efforts to expand revenue. Because internal and external developments may impact revenue, the budget committee uses a dynamic spreadsheet to review budget projections and potential fluctuations in revenue.

The college completed a PESTEL Analysis to inform its strategic planning process. This analysis of external factors affecting the college included a review of industry and workforce trends, political analysis, economics, social analysis, technology advancements, legal factors, and environmental analysis. The college opened a new Health Sciences Center in 2022 in response to workforce needs. The college recently upgraded its technological infrastructure to meet faculty and student needs. Additionally, the college reviews the Michigan Community College Inventory Report (MCCDI) and the National Community College Benchmark Project (NCCPB) to benchmark its performance.

The college's strategic planning process highlighted a need for a system to implement large-scale strategic initiatives. The college used an outside facilitator to manage a process that led the college to make several significant changes, including closing the Children's Center, selling the Radcliff Center, and integrating developmental courses into a co-requisite model. The college has also changed the Strategic Enrollment Management system to align enrollment strategies with the strategic plan better. For example, one fundamental change included having team leads review a list of current recruitment and completion strategies and then recommend which tactics the college should emphasize in the upcoming year. As a next step, the SEM teams will work with the project owners to review tactics and monitor roadblocks to completion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

Schoolcraft College's planning and decision-making processes ensure that the college is able to improve its mission. Leadership has put in place data-driven decision-making processes to ensure that expenditures reflect the institution's strategic plan. The college's budgeting process adequately monitors internal and external changes to maintain the institution's fiscal health.

Review Dashboard

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

Review Summary

Conclusion

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.