

Schoolcraft College

HLC ID 1363

AQIP: AQIP Pathway Systems Appraisal

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1 - Reflective Overview

The first section of the System's Appraisal Feedback Report is the Reflective Overview. Here the team provides summary statements that reflect its broad understanding of the institution and the constituents served. This section shows the institution that the team understood the context and priorities of the institution as it completed the review.

In the Reflective Overview, the team considers such factors as:

1. Stage in systems maturity (processes and results).
2. Utilization or deployment of processes.
3. The existence of results, trends and comparative data.
4. The use of results data as feedback.
5. Systematic improvement processes of the activities each AQIP Category covers.

Instructions for Systems Appraisal Team

During this stage of the Systems Appraisal, provide the team's consensus reflective overview statement, which should be based on the independent reflective overviews written by each team member. The consensus overview statement should communicate the team's understanding of the institution, its mission and the constituents it serves. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

Overall:

Established in 1961, Schoolcraft College is an open-access community college in Livonia, Michigan with an additional location in Garden City, as well as a Public Safety Training complex located 7 miles from the main campus.

Schoolcraft College offers credit and non-credit classes, certificate programs and associate degrees in more than 70 different majors residentially and online in a variety of term lengths. The College recently began offering a bachelor's degree in Culinary and Dietary Operations Management. A particular strength of the College appears to be its partnerships with area corporations and healthcare facilities. Also noteworthy is the support for local entrepreneurship through two federally funded business growth engines.

The student population is primarily part-time, female, under age 24, and white. Fourteen percent of the faculty are full-time, and the student-to-faculty ration is 23:1.

Schoolcraft has been an AQIP member institution since 2007. In the decade since, Schoolcraft has worked to foster a culture of quality and continuous improvement throughout the College. The College describes aligned processes, results and improvements in most Categories and has strategically adopted AQIP Action Projects in recent years.

Category 1:

The College indicates that faculty have created a valid and replicable process for assessing the eight Core Ability outcomes, which are aligned to the mission, educational offerings and degree levels. These outcomes are identified by faculty in concert with industry and/or transfer institution requirements. The College also emphasizes its leadership in this outcome-based assessment process. General Education requirements are dictated by Board Policy and are aligned with Michigan's statewide transfer agreement. Programs are assessed every four years using the Program Review of Occupational Education (PROE). PROE includes both the General Education and occupational programs.

Common learning outcomes assessment, program learning assessment, academic program design, and academic program quality processes are reported to be at the aligned level with results that measure effectiveness and improvements made based upon these results. Academic integrity results are beginning to drive positive improvement, but processes appear to be systematic upon initial analysis moving to aligned maturity. Schoolcraft presents several measures in this area that perhaps address the edges of academic integrity concerns, but appears to be learning from the deployment of the SCAware student complaint system.

Category 2:

The College looks to its mission, vision, and values to define their service responsibilities to students and stakeholders. Strategies are developed through the College's strategic planning framework. The College uses surveys, environmental scans, meetings, enrollment data, and retention figures to develop stakeholder based initiatives.

The processes described for determining current and prospective student needs, retention, persistence, completion, key stakeholder needs, and complaint processes appear to be at the systematic or aligned levels of maturity. Processes related to building collaborations and partnerships appear less mature, results are less aligned, and improvements do not appear to have been connected to the processes described.

Category 3:

Based on feedback from previous reviews, the College's hiring and onboarding practices are focusing on the acquisition and verification of qualified/credentialed faculty, staff, and administrators to deliver effective and relevant programs and support services. Hiring, evaluation, and recognition processes, results, and improvements appear to be at or approaching aligned maturity.

Schoolcraft College supports employee development through initial and ongoing trainings, professional development academies, access to programming, education benefits, and continuous professional improvement. The College has identified a number of initiatives for professional development, pending approval of a ballot initiative. Processes related to development appear to be systematic, with less evidence of periodic evaluation of processes described, indirect measures, and improvement that do not appear to be aligned to the **PRI** cycle.

Category 4:

Schoolcraft indicates the presence of a strategic planning framework that ensures alignment of objectives, strategies, and action plans with the mission and vision of the College. The deployment of KPI's is particularly noteworthy as a mechanism to monitor progress towards the College's strategic objectives. The stated Core Purpose of the institution is to increase the intellectual and economic

capacity of the individuals, corporations, and communities it serves. Divisional action plans define resource commitments, budget, and time requirements for completion.

Category 5:

A recent Action Project and other initiatives have furthered Schoolcraft's focus on how data, information, and performance results are collected, reviewed, and applied in all parts of the institution. Schoolcraft states that decision makers now have the continuous quality improvement tools and resources necessary for effective and efficient management of resources. The College's strategic planning process is the first step in their budget planning cycle which ensures resource allocation aligns with the key initiatives identified for the coming year. With declining enrollment and no change in state appropriations the College is pursuing a ballot proposal for the Fall 2018 elections. Schoolcraft is also creating a fiscal sustainability action project. The College has been managing its resources through buy-outs, halting facility renovations, and developing other revenue streams.

Category 6:

Schoolcraft College appears to be engaged in continuous quality improvement in the spirit of AQIP. The College has developed an institutional research office with key performance indicators and performance targets throughout the organization. Three recent AQIP action projects completed in 2017 and 2018 have resulted in immediate improvements and allowed the College to identify additional opportunities for continued improvement. The current Fiscal Sustainability Action Project will be a significant focus for the College leading up to the November 2018 election, with Phase 2 planned for launch immediately.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2 - Strategic Challenges Analysis

Strategic Challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning and quality improvement goals. Review teams formulate judgments related to strategic challenges and accreditation issues through careful analysis of the Institutional Overview and through their own feedback provided for each AQIP Pathway Category. These findings offer a framework for future improvement of processes and systems.

Instructions for Systems Appraisal Team

Strategic Challenges may be identified on the Independent Category worksheets as the review progresses. The team chair will work with the team to develop a consensus Strategic Challenges statement based on their independent reviews. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

Strategic Issue 1:

Internal targets are not discussed. Analysis of results is limited.

Strategic Issue 2:

Results are select and frequently only include a single dataset/data point. Little trend data is presented.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3 - Accreditation Evidence Screening Summary

Systems Appraisal teams screen the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, HLC has established linkages between various Process and Results questions and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation through the comprehensive evaluation that occurs in the eighth year of the cycle, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "strong, clear, and well-presented," "adequate but could be improved," or "unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "met", "met with concerns", or "not met".

The full report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and the Systems Appraisal procedural document. Institutions are encouraged to review this report carefully in order to guide improvement work relative to the Criteria and Core Components.

Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Instructions for Systems Appraisal Team

In this section, the team should create summary statements/suggestions for improvement for each of the Criteria for Accreditation.

Evidence

Criterion 1

Schoolcraft's mission is clear and broadly communicated, and drives program development. Core Component 1.C could be improved with more detail concerning identified student groups, and 1.D would benefit from a discussion of specifics related to engagement with external constituencies and communities.

Criterion 2

The components in this area are clear and well presented. The Michigan Community Act of 1966 provides the legal framework under which the College operates. Appropriate policies and procedures are in place to guide operations, and information about the operations and outcomes of the College

are readily available in print and electronic media.

Criterion 3

A documented process for program development, faculty driven academics, a five-year program review process, and standard syllabi for all delivery modes provide the foundation for relevant and appropriate academic programs. Core Component 3.C could be improved with additional information about faculty availability. As the College operates with a large percentage of part-time faculty, and they are not required to have office hours, some clarity is needed as to how students have access to all faculty. The College plans to implement a number of strategies to assess and document co-curricular activities. Core Component 3.E could be enhanced with documentation of the effectiveness and outcomes of these strategies.

Criterion 4

It is clear that Schoolcraft has a documented program development and review process that results in academic programs that meet the needs of students and the community. The College has specialized accreditations for 11 programs. The College collects and analyzes data from a number of sources related to persistence, retention, and completion. In Core Component 4.C the College provides a persistence target of 72%; however, targets are not provided in other areas. This component could be improved with additional discussion on the methodology used in setting targets.

Criterion 5

Schoolcraft has designated departments responsible for the oversight of human resource, fiscal, and information technology functions of the College. Planning processes are described which adhere to established policies and procedures. The College has experienced both declining enrollment and state support. It is clear that this has resulted in budget challenges. Schoolcraft has taken steps to deal with the fiscal pressures. In 2017, the College received a letter from HLC concerning the CFI score. That score has improved. Both Core Component 5.A and 5.C could benefit from additional discussion about the ballot initiative, and how passage or failure might impact campus operations. In terms of data driven planning, 5.D could be improved with updated information on the effectiveness of the planned improvements in increasing campus data literacy and promoting data informed decision making.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4 - Quality of Systems Portfolio

In this System Appraisal, peer review teams should acknowledge any work that the institution has begun toward addressing the Criteria for Accreditation and the Core Components. The more focused analysis remains on the AQIP Categories and the institution's evidence related to the Process (P), Results (R), and Improvement (I) questions. In cases where there was HLC follow-up stemming from the institution's previous reaffirmation review, the institution may request closer scrutiny of those items during this Systems Appraisal.

Instructions for Systems Appraisal Team

Because it stands as a reflection of the institution, the Systems Portfolio should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the institution. In this section, the peer review team provides the institution with constructive feedback on the overall quality of the Systems Portfolio, along with suggestions for improving future Systems Portfolio submissions.

Evidence

Process descriptions generally lacked evidence of the exploration of root cause(s), a corrective action plan for outcome attainment and future sustainability, outcome measurement, and plan execution. Results did not always align with the processes described and frequently did not include the population studied, response rate, sample size, explanation of how often the data is collected, who was involved, or how the information was shared.

At the end of each Category, the College included a resource list. While there may have been relevant data that would have provided clarification, this generally was not summarized and presented in the body of the document. As Reviewers are not required to examine additional information, this may have led to an incomplete understanding of the institutional responses.

The College does not address or provide evidence for each statement, and instead combined multiple statements into one section. This made it challenging for the Reviewers to identify the specific responses to questions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5 - AQIP Category Feedback

The Systems Appraisal Feedback Report addresses each AQIP Category by identifying strengths and opportunities for improvement. Through detailed comments, which are tied to the institution's Systems Portfolio, the team offers in-depth analysis of the institution's processes, results and improvement efforts. These comments should be straightforward and consultative, and should align to the maturity tables. This allows the team to identify areas for improvement and recommend improvement strategies for the institution to consider.

I - Helping Students Learn

Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Common Learning Outcomes, Program Learning Outcomes, Academic Program Design, Academic Program Quality and Academic Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

CATEGORY 1: HELPING STUDENTS LEARN

Category 1 focuses on the design, deployment and effectiveness of teaching-learning processes (and the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

1.1: COMMON LEARNING OUTCOMES

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

1P1 Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

Aligned. Schoolcraft's common outcomes (Core Abilities-CAs) are aligned to the mission, educational offerings and degree levels through an explicit and repeatable curriculum development process and instructional product development. General Education (GE) requirements are dictated by Board Policy and are aligned with Michigan's statewide transfer agreement. A strategic curriculum development process is used to select CA and GE courses, and alignment to the College mission must be demonstrated in that process.

- Determining common outcomes (3.B.2, 4.B.4)

Systematic. A Core Ability Team was created and departments were surveyed in 2007 to determine CAs. Faculty collectively determined the GE outcomes which have been re-evaluated through the Liberal Arts Transfer (LAT) program. A similar assessment/evaluation of the CAs on a regular basis may elevate this component to an aligned status. There is no mention of support from staff and outside stakeholders being involved in these processes.

- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

Aligned. Schoolcraft uses competency-level curriculum maps to articulate the level of achievement required by the outcomes. The College also uses a common course syllabus to denote the CA assigned to each course and an introduction to CA is included in the required student success course. Additional information on how these maps are articulated and drive achievement of the established outcomes could elevate the maturity of the process.

- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Aligned. Curriculum mapping is utilized to identify opportunities and sequence of learning within a program or series of courses. Evidence that the process is required of all programs/courses – and assessed regularly – and evidence that all students are achieving the College's desired results could enhance the maturity of the process.

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

Aligned. The College works closely with faculty, program advisory boards and key stakeholders such as transfer institutions to develop, evaluate, or refine CA outcomes and GE requirements. Annual validation is conducted with faculty, advisory boards, and employers to provide feedback on the learning outcomes needed to be successful within a particular industry resulting in curricular changes.

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

Systematic. While the College provides evidence of delivering co-curricular activities, there is no description or evidence of how the opportunities were designed and aligned in support of learning.

An analysis of the various activities and mapping them to course, program, and institutional outcomes, and measuring process effectiveness periodically could present a more comprehensive picture of co-curricular activities at Schoolcraft.

- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Aligned. The assessment of institutional CAs and GE outcomes follows an explicit and repeatable process. CAs rubrics are evaluated by a team and validated by an inter-rater reliability process. General Education requirements are directed and align with a state-wide initiative. The College has designed a repository for sample assignments called Assignment Central to collect sample assignments by faculty interested in innovative strategies for creating assessment artifacts.

- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Aligned. Core abilities and GE outcomes are assessed on an on-going schedule using rubrics based on best practices, e.g. Association of American Colleges and Universities (AAC&U) rubrics and Lumina Degree Qualifications Profile (DQP) levels of learning. The College may want to consider assessing together the relevant co-curricular activities with curricular assessment.

1R1 What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Aligned. The College has completed three full years of assessment. The College stated participation for artifact submission is voluntary and though assessment is required with participation rates varying between 40%-100%, with a median of 73%. An inter-rater reliability (IRR) model is used to evaluate the students' artifacts and come to a final score for student performance. There is an opportunity to explain how this information is shared with College community and what changes are planned as a result of this information.

- Comparison of results with internal targets and external benchmarks

Systematic. The College established a benchmark as a result of initial assessment for future comparisons, however no clear internal targets are identified. Performance from other institutions participating in the Michigan statewide transfer agreement could serve as external benchmarks. Mandatory participation in collecting CA outcomes will be essential in setting meaningful/representative internal benchmarks.

- Interpretation of results and insights gained

Systematic. The College's faculty survey discovered that faculty believed that the assessment process had been instrumental in changes to their teaching, as well as the performance by the students. It also revealed that faculty needed to have better access to the data in order to better inform their decisions. This and other examples suggest the institution is beginning to use results to further improve its processes.

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

A data dashboard is currently under development, which will allow faculty to consider the results, explore options for improvement, and to design strategies for implementation, a more expedient and easily accessible form of communication is sought. Future initiatives regarding co-curricular activities to be considered, include: adding objective assessments for learning support programs; expanding the collection of quantitative data to include tutoring, writing support and Peer Assisted Learning (SI); developing a rubric to measure student learning, during Academic Success Coaching sessions and developing objective and quantitative assessments for high profile programs like, FastTrack and JumpStart.

1.2: PROGRAM LEARNING OUTCOMES

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

1P2 Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

Aligned. Schoolcraft employs a strategically planned college-wide curriculum management process that includes a proactive evaluation of the curricular portfolio of offerings which are evaluated for alignment to the mission and goals of the College. Engaging faculty, administrators, and employers in the development process ensures the College is serving its community's and stakeholder's needs. Schoolcraft utilizes outside organizations' standards to ensure that the metrics used inside of the campus align to national benchmarks.

- Determining program outcomes (4.B.4)

Aligned. Program outcomes are developed through an eight-step collaborative approach by faculty and other subject matter experts in the field associated with the program of study, such as Advisory Board members, local businesses, and professional organizations. As a part of a state-wide quality initiative, Schoolcraft's liberal arts courses are used to assess students' general education preparation.

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

Aligned. An Exit Learning Outcomes Matrix (ELOM) and curriculum map are developed for each program at the College. The ELOM documents programmatic decisions about the program outcomes and the affiliated course selection along with curriculum maps that ensure that the progression of learning is supported across the breadth of each academic program. Faculty attend department meetings and professional development opportunities that keep them engaged in this process.

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

Systematic. The College works closely with faculty, program advisory boards and key stakeholders to

develop, evaluate, or refine the program's intended learning outcomes as industry demands shift and change. The College works with advisory boards in 29 program areas to annually assess the relevance of outcomes. A similar process for the remaining 41+ programs could result in greater alignment and validation that outcomes are relevant and meeting student and stakeholder needs.

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

Systematic. The Student Activities Office is aligning co-curricular activities with the US Dept. of Health's 8 Dimensions of Wellness. It is unclear from the narrative what process is used in identifying, designing, aligning, and delivering co-curricular activities and if students and stakeholders are represented in the process. There may an opportunity for Schoolcraft to design an explicit and repeatable process to align more of the co-curricular learning opportunities described in the Portfolio with the curriculum.

- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

Systematic. There does not appear to be an institutionalized structured methodology for identifying need and selecting the appropriate instrument to measure program learning outcomes. The College has an opportunity to explain why it selected the tools and how they are assessed for appropriateness and effectiveness.

- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Systematic. Program reviews follow a defined schedule utilizing the Program Review of Occupational Education (PROE). PROE is a component of the Michigan Community College Occupational Education Evaluation System (MCCOEES). Additional narrative on the process itself and who is involved would enhance future reviews.

1R2 What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

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

Systematic. The College conducts program reviews every five years on a rotating schedule. Program assessment for technical skill attainment in occupational programs has been deployed in 41% of the programs, with other quantitative data on completion, retention, and non-traditional participation and completion available from all applicable programs. The processes appear to be set up for data collection in the future, but no results appear to be available, yet.

- Summary results of assessments (include tables and figures when possible)

Systematic. It is not clear from the narrative how many programs are included in the Perkins Core Indicator assessment. For those programs that are included in the Perkins assessment, the College exceeded or met the expected state level for core indicators. No internal targets or external benchmarks other than Perkins are evident. Evidence of internal targets and external benchmarks for all programs and results could improve the maturity designation.

- Comparison of results with internal targets and external benchmarks

Reacting. Two examples of changes to program outcomes are provided. Several survey results were provided but no insights were shared. A day-long review agenda was shared but no outcomes/findings were included. The results is an incomplete picture of insights gained by the College for the assessment of program learning outcomes.

- Interpretation of assessment results and insights gained

Reacting. Two examples of changes to program outcomes are provided. Several survey results were provided but no insights were shared. A day-long review agenda was shared but no outcomes/findings were included. The results is an incomplete picture of insights gained by the College for the assessment of program learning outcomes.

1I2 Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

For programs without specialized accreditation, the College sees an opportunity to develop improvement strategies so that additional student outcome data can be produced and made available to faculty. The narrative describes the potential impact of the Career Coach tool within the guided pathways project, but no improvements noted here appear to be connected to processes described in 1P2. In general, the narrative suggests the College is in a state of anticipation awaiting results from a number of improvement initiatives and assessments.

1.3: ACADEMIC PROGRAM DESIGN

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

1P3 Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

Systematic. The College analyzes data as part of the Strategic Enrollment Management Steering Team to ensure student stakeholders are found and needs are understood. Environmental scans, local job market, enrollment trends, and demographics also help this group to identify student stakeholders. The response identifies who identifies student stakeholder groups and what they do but is not explicit in how the prioritize groups or determine their educational needs. There is also no clear identification of existing student stakeholder groups and/or market segments.

- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Reacting. The Continuing Education and Professional Development Department uses a survey tool to assist them in identifying key stakeholders. Other than that, there is no clear evidence of a process for identifying and evaluating other key stakeholder groups and determining their needs. A formal structure could move the process towards greater maturity.

- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1,

1.C.2)

Systematic. The narrative provides several examples of responsive programming, and the Curriculum Handbook provides evidence for how to propose new programs and changes to existing programs, but the narrative does not address the actual process for determining what needs to be changed. Evidence of fact-based decision making and/or prioritization structure could enhance the maturity of the process.

- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Systematic. The College utilizes standard institutional performance measures, third-party surveys, and accreditation and industry standards to assess the currency and effectiveness of academic programs. The process for selection of tools, methods, and instruments and how often that process is evaluated is not described.

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

Systematic. The Program Appraisal Process is used to examine the viability of courses and programs and determination of revision or termination. It is not stated who completes the form or who determines the steps necessary to discontinue, retain or re-invest in the courses and programs. A different process and form is used by the Business Development Center (BDC). Aligning the two and standardizing the process could result in greater integration.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

Systematic. The results presented were not encompassing of the processes identified in 1P3: identifying student and stakeholder needs; developing and improving responsive programming; selecting the tools, etc. Identifying key performance indicators for each process, selecting the tools methods and instruments to assess their effectiveness, and documenting the results could move the College towards more mature, systematic processes.

- Comparison of results with internal targets and external benchmarks

Systematic. The College monitors the ADN and PN NCLEX credentialing exams, and Police licensing exams, but no internal targets are identified. The College also monitors performance of its occupational programs against the Michigan PROE reports, but again no targets are noted. No benchmarks are identified for non-occupational programs. Identifying internal targets and reporting on progress against these measures could move the College towards greater system maturity.

- Interpretation of results and insights gained

Reacting. Although the College provided data on some of their initiatives, no insights are provided.

1I3 Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College is working on the Guided Pathways (GP) initiative, deployment of Advise software, development of student facing materials, and identifying gateway courses. Additional work is required on validating cut-scores and on refining course requirements. The College is redefining resources and designing an advising model that aligns to the tenets for student success. The College is also planning to improve development education offerings.

1.4: ACADEMIC PROGRAM QUALITY

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

1P4 Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

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

Aligned. The College uses a curriculum development process which utilizes feedback from faculty, staff, administrators, and potential external content experts to create all aspects of a program. Accreditation requirements are also used as a guide. Requirements are communicated to students through a variety of print and electronic media.

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

Systematic. The College has a curriculum development process in place for evaluating and ensuring program rigor. Other measurements for evaluation include job placement, transfer successes, external certification, advisory board feedback, online grad summaries, and retention reports. Dual credit does not exist, but dual enrollment does. A description of the evaluation of dual enrollment could enhance the maturity of the process.

- Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Aligned. The College has a process for awarding prior learning and transfer credits through a documented procedure. Transfer credit may be granted for a maximum combined 45 credit hours from: regionally accredited colleges and universities; advanced placement courses; CLEP and DSST exams; credit by exam; articulation credit; special licensure or certification; and work life experience.

- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

Systematic. The College has eleven specialized accreditation programs. Program faculty, administrators and advisory boards are responsible for identifying accreditation and professional certification opportunities. A structured process and evidence of integration with an institutional master academic and strategic plan, and evidence of regular assessment could elevate the maturity of this item.

- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Systematic. The College utilizes several external and internal tools to evaluate outcome attainment by graduates, including PROE reports, retention/success data, graduate surveys, advisory board feedback, external certification results and external benchmarking surveys. A comprehensive strategy and key performance indicators/outcomes across all programs and evidence of regular review could elevate the maturity of this item.

- Selecting the tools, methods and instruments used to assess program rigor across all modalities

Systematic. The examples provided denote success within specific programs. The graduate surveys (2015), and advisory board survey (2015) lack response rates/sample size and trend data. The narrative does not address how the College selects the tools, the methods, or who is involved.

1R4 What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

Reacting. The College stated all eleven specialized programs are in good standing but did not provide results on the other academic programs except results of graduation survey and employee survey. The results should present evidence for determining the quality of academic programs. Trend data from PROE occupation reports, Perkins Core Indicators, specialized accreditation, and survey results keyed to institutional performance measures for program rigor could improve the maturity of this item.

- Comparison of results with internal targets and external benchmarks

Systematic. The College's results are compared with external benchmarks pertaining to employer satisfaction, graduate surveys, transfer rates, Perkins data, retention data, and other national data; there are no internal targets identified in any program area. The College has an opportunity to create internal targets and external benchmarks for all programs and services.

- Interpretation of results and insights gained

Reacting. The interpretation provided in the narrative is based on single data points. Trend data keyed to program and institutional outcomes aligned with program rigor could enhance the maturity of this item.

1I4 Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Improvements in academic quality appear to be supported by employer feedback and graduate performance at transfer institutions. One area of improvement planned for the future is to formalize a system to track and monitor graduate success for credit granted under the PLA policy. The Guided Pathways project may direct improvement in defining gateway courses, developing improvement strategies to assist students in gaining the requisite skills and knowledge to move into college-level courses, and improving student placement.

1.5: ACADEMIC INTEGRITY

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

1P5 Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

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

Systematic. In the absence of an Internal Review Board (IRB), the Director of Research obtains appropriate study details, evaluates the risks vs. benefits, and makes recommendation to the College President. The Research and Analytics department responsible for the gatekeeper for this process with the President making the final decision. A structured, faculty-led process of application, review and approval based on best practices could enhance the maturity of this item.

- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Systematic. The College documents ethical behavior expectations for students in the Student Code of Conduct, which are reviewed in orientations and College Success courses. Syllabi in all courses include language about academic integrity. Other avenues, such as resources and employee checks, promote integrity. This process could be improved through periodic evaluation.

- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Systematic. The College ensures ethical teaching and research practices of faculty both relative to general practice and to any specialized accreditation. Schoolcraft require faculty to perform their duties in an ethical manner by their contract and receive training as part of mandatory new faculty orientation. The College has a practice for maintain integrity of research and is exploring the creation of a policy for human subjects' research. This process could be improved through periodic evaluation.

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

Systematic. The College uses two Core abilities – Manage Information and Act Responsibly – to evaluate the effectiveness and comprehensiveness of supporting academic integrity. Syllabi are reviewed by instructional administrators (unclear who these individual are) to ensure standards are met. There is no description for how the tools were selected or evaluated to determine their effectiveness.

1R5 What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)

Systematic. The results provided appear to be indirect measures of academic integrity effectiveness. Although the College has collected data on academic integrity from many different sources, including Core Ability reviews, summative findings of student artifacts, advisory board feedback, SW

Aware data, Safe Assign data, and faculty surveys, the results are a mix of trends and single data sets not always aligned with the processes described. There is an opportunity here to align more direct measures with academic integrity processes.

- Comparison of results with internal targets and external benchmarks

Reacting. The College is tracking the number of academic integrity cases from term to term. No internal targets or external benchmarks are provided.

- Interpretation of results and insights gained

Reacting. There are attempts made to interpret the data. However, interpretations and insights seem to be cursory. Trend data keyed to program and institutional outcomes aligned with academic integrity could enhance the maturity of this item.

115 Based on 1R6, what process improvements have been implemented or will be implemented in the next one to three years?

The College's SC Aware cases indicate that many students are not prepared to properly cite sources in their academic writing. To address this weakness, the College launched NetTutor, deployed SafeAssign, assigned librarians to each discipline, encouraged faculty to address academic integrity requirements earlier and restructured the Writing Studio to be a more student facing service. To strengthen practices on ethical research, the College is exploring the possibility of creating an official policy for the College with regard to human subjects' research.

CATEGORY SUMMARY

Processes in this Category are generally **Systematic** in the early stages of developing effective approaches to evaluation and improvement. Results are generally **Reacting** to **Systematic** with little trend data reported.

The College may improve this category by clearly communicating the how and why of various initiatives and how those initiative impact student learning across the College and to external stakeholders. Additionally, though some internal benchmarks were noted, it was difficult to clearly identify how they were established and how they will be compared for future improvements in learning. The College has benchmark data in specialized accreditation program, but it needs to report information for all programs and services. More work is needed in establishing external benchmarks for most of the categories so that insights can be gained to improve student learning.

An obvious omission in the narrative is the inclusion of students in the assessment of institutional Core Abilities (CAs), general education outcomes, and other processes. The College plans to address this in the future. The narrative alludes to a number of initiatives that resulted from thoughtful deliberation and/or assessment of need and there are comments that suggest more aligned processes – sometimes systematic – are in place, but the evidence and narrative are incomplete.

CATEGORY STRATEGIC ISSUES

No internal targets are identified in the Category and external benchmarks are not used regularly for the evaluation of processes. Data appears to be gathered regularly, but analysis is lacking in some areas; which could benefit decision making.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

II - Meeting Student and Other Key Stakeholder Needs

Focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Current and Prospective Student Needs, Retention, Persistence and Completion, Key Stakeholder Needs, Complaint Processes, and Building Collaborations and Partnerships.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Category 2 focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

2.1: CURRENT AND PROSPECTIVE STUDENT NEED

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

2P1 Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

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

Aligned. The College uses internal and external assessments, placement testing, and transcripts from prior institutions to assess and identify underprepared students. Advisors assist students in choosing their educational pathway. The College has an early alert system for identifying current students struggling with content or attendance. Support services are available to assist students. An opportunity exists to ensure the effectiveness of these processes and supporting tools, e.g., the early

alert software and new student orientation.

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

Systematic. The College utilizes a process through the Learning Assistance Center to provide academic support to students who are referred or seek out assistance on their own. This process seems to address the needs of a diverse student body. The use of NetTutor by Learning Support Services and Distance Learning includes support of online students as well. There is an opportunity to periodically evaluate this process for effectiveness.

- Ensuring faculty are available for student inquiry (3.C.5)

Systematic. The College's full time faculty contract requires faculty to be available for five office hours per week though it is unclear how those hours are monitored to ensure faculty are available for student inquiry. Additionally, part-time faculty are not required to hold office hours so it is unclear if all students have access to faculty.

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

Systematic. The College states it uses Learning Support Services data to inform changes in student support programming though it is not outlined in great detail. A more structured process of identification, prioritization, action and evaluation of these interventions provide an opportunity to improve the maturity designation for this item.

- Determining new student groups to target for educational offerings and services

Systematic. The College's Strategic Enrollment Management Team is responsible for identifying new student groups to target for educational offerings and services. Once identified, the ideas go through the strategic planning process for approval. It is unclear on the methods used to identify new groups. An opportunity exists to formalize repeatable processes to meet the changing needs of students.

- Meeting changing student needs

Systematic. The College's Student Services and Academic Services teams meet bi-monthly to discuss changing student needs and present them to the SEM Steering Team. The two divisions hold a joint retreat where strategies are developed to address student needs. Conducting a gap analysis and assessing the effectiveness of this process could improve the maturity designation of this item.

- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

Reacting. The narrative does not address how the College identifies student subgroups, their needs, and responds with appropriate support.

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

Systematic. The College describes various non-academic support services available to students within certain hours. An opportunity exists to formalize the process of identifying and deploying

non-academic services and periodically evaluate this process to improve the maturity designation of this item.

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

Systematic. The College describes the hiring process which assures all staff have the necessary skills, abilities, and competencies to perform their assigned work. It is not clear how training and support for staff members is provided. An opportunity exists to formalize repeatable processes for selecting and evaluating non-academic support services staff against well-established student service expectations.

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

Aligned. The College uses numerous means for communicating with students regarding the availability of non-academic support services, including the College's website, CRM product, new student orientation, their CAB course, and the student handbook. These processes are repeatable and clearly defined.

- Selecting the tools, methods and instruments to assess student needs

Aligned. The College uses several tools for assessing student needs in a process completed by the Research and Analytics department in conjunction with Academic and Student Services. There is an opportunity to improve in maturity by addresses what processes are used to select these tools and also in developing direct measures for evaluating the efficiency of the services with respect to the degree student needs are met.

- Assessing the degree to which student needs are met

Aligned. The College uses a number of internally-developed and third party surveys to measure key performance indicators linked to retention, goal achievement, and graduation to assess how the College is meeting the needs of students and the community.

2R1 What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. The College collects a vast amount of data on student satisfaction and engagement (CCSSE, SSI, and PSOL surveys), but not a student need. Students are demonstrating attainment of the Core Abilities of student success above the 70% target rate. Other than those summative statements, no information, trend data or results are tied directly to assessing current and prospective student needs. An opportunity exists to develop formative metrics and collect data that directly relate to the services provided to meet student needs. These metrics can complement and inform the interpretation of survey results such as SSI.

- Comparison of results with internal targets and external benchmarks

Reacting. The narrative identifies an internal target of 70% for the College's eight Core Abilities. There is no comparison data discussion in this area.

- Interpretation of results and insights gained

Reacting. The College provides limited insights and interpretations of the data reported in the narrative.

2I1 Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College describes several improvements that have been made since the last portfolio including a new student orientation, Recruit CRM software, Career Coach, Mathematics Fast Track, and the College and Beyond 102 required course. Revisions to academic advising are underway to better assist students. It is not clear how the improvements undertaken align with the results and processes described. An opportunity exists to formalize the process for evaluating the various services and the interpretation of the results in a manner that is consistent with a continuous process.

2.2: RETENTION, PERSISTENCE AND COMPLETION

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

2P2 Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

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

Systematic. The College utilizes multiple resources for collecting retention, persistence, and completion data from external sources, such as Integrated Post-secondary Education Data System (IPEDS), National Community College Benchmark (NCCBP), State of Michigan Community College Service Unit (CCSU), and National Student Clearinghouse (NSC) for monitoring student persistence (fall-to-winter), retention (fall-to-fall) and success rates (combined transfer-out and graduation rates). An opportunity exists to ensure periodic evaluation of current processes for collecting student retention, persistence, and completion data.

- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Systematic. The College has processes for determining targets for student retention, persistence, and completion. The Student Enrollment Management Steering team recommends targets, then those targets are reviewed and approved by the Cabinet and are reflected in annual strategic objectives. The targets are not shared in the narrative other than the persistence target of 72%. An opportunity exists to codify repeatable processes for determining targets for student retention, persistence, and completion.

- Analyzing information on student retention, persistence and completion

Systematic. The College has processes for analyzing information on student retention, persistence, and completion. These involve multiple SEM teams and the processes look to outside standards, IPEDS, Perkins, and Michigan Community College peers for analysis. The College also analyzes

their own graduation rates by program internally. An opportunity exists to formalize processes to analyze such data in a manner that is repeatable and allows for guiding decisions in pursuit of institutional goals and strategies.

- Meeting targets for retention, persistence and completion (4.C.1)

Systematic. The College uses retention, persistence, and completion analyses to inform strategic objectives and those objectives are operationalized through specific plans and action projects. Though it is not clear from the narrative or the illustrations what are the College's actual internal targets for retention and completion; the persistence target is 72% . An opportunity exists to clearly identify internal targets and develop repeatable processes for meeting retention, persistence and completion targets.

- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

Systematic. The College's use of internal and third-party instruments to assess retention, persistence and completion is reflective of the College's student population and aligns with the College's Mission, Strategic Plan and Core Abilities. An opportunity exists to evaluate of the processes for selecting retention, persistence and completion tools and instruments.

2R2 What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. The College's Early Alert results and Perkins Core indicators show retention data only. There may be an opportunity to select measures which are more relevant to these processes. Additionally, an opportunity exists to demonstrate how the results are segmented and distributed to all responsible institutional units in a manner that supports effective decision making, i.e., closing the loop.

- Comparison of results with internal targets and external benchmarks

Systematic. Persistence and retention rates are similar to the national average and are at or above average for other community colleges within the state. Graduation rates are consistent with institutions with similar student populations. The College set a persistence goal of 72%; similar internal targets for retention and completion are not provided. An opportunity exists to set internal targets and expand external comparisons that supports effective decision making.

- Interpretation of results and insights gained

Systematic. The College collects results and provides some interpretation about trends regarding the underserved populations. The example listed, the College's Guided Pathways initiative aim is to clarify and streamline college process for all students, but especially for those who face more obstacles and have fewer resources to help them navigate college processes.

2I2Based on 2R2, what process improvements have been implemented or will be implemented in the

next one to three years? (4.C.3)

The Retention Committee merged into the SEM Steering Committee and the Guided Pathways Initiative which resulted in new tools for identifying students at-risk and more opportunities for collecting data. Plans are in place to support for students who stop out at the beginning of a semester and to outreach at critical points in time for all students. Additional Guided Pathways strategies include redesigning academic advising, determining gateway courses, developing student facing meta-major information and developing strategies with Faculty Forum leadership for early and more frequent assessments. A redesigned CAB 102 course will launch in Winter 2019. Improved persistence, retention and completion is expected as a result. Future efforts are needed to create repeatable processes and to continuously evolve those processes with periodic evaluation.

2.3: KEY STAKEHOLDER NEEDS

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

2P3 Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

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

Systematic. The College provides a comprehensive list of key stakeholders which include adult lifelong learners, alumni, business and industry leaders, workforce development agencies, community members, taxpayers, College Foundation donors, employers, K-12 districts, school-age children and their parents, and university transfer partners. An opportunity exists to develop a process for and measuring effectiveness of determining key external stakeholders.

Determining new stakeholders to target for services or partnership

Systematic. The College determines new stakeholders through multiple means, including the strategic planning process, SEM Committee work, and Research and Analytics' environmental scans. SEMCOG reports, community data summaries, community partners, and alumni all provide decision makers information on the changing demographics in the service area. It is not clear who the process owner is and how recommendations for new stakeholders proceed within the institution.

Meeting the changing needs of key stakeholders

Systematic. The College uses environmental scans, demographic data, and direct requests to fulfill needs from key stakeholders. The process though is not clearly defined for considering requests or evaluating data from scans and data. An opportunity exists to explain in detail how the College responds to changing needs of key stakeholders.

Selecting the tools, methods and instruments to assess key stakeholder needs

Systematic. The College utilizes a variety of internal and external surveys, reports and data to assess stakeholder needs though it is unclear what process is used for selecting tools to assess key stakeholder needs within the portfolio. An opportunity exists to periodically evaluate tools and methods such as employer surveys and satisfaction surveys for assessing key stakeholder needs.

Assessing the degree to which key stakeholder needs are met

Systematic. The College uses informal and formal tools including employer surveys, satisfaction surveys, environmental scans, summative reports from grant work, and area demographic data to assess local needs and ensure stakeholder needs are met. The College also uses feedback from advisory board meetings to provide specific programmatic input regarding curriculum, faculty qualifications, equipment, and facilities. Though data from a number of surveys and reports is provided, the information is not summarized. The College has an opportunity to include the population studied, response rate and sample size, a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared to elevate the maturity with this item.

2R3 What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. The College uses alumni/graduate follow-up surveys, employer surveys, continuing and professional education market penetration data, business development center performance data, and an EPIC MRA community attitude survey. Additional trend data from Alumni/Graduate Follow-Up and other surveys could provide a more comprehensive picture of the College's responsiveness to stakeholder need and improve the maturity designation of this item. An opportunity exists to demonstrate how the results are segmented and distributed to all responsible institutional units in a manner that supports effective decision making, i.e., closing the loop.

- Comparison of results with internal targets and external benchmarks

Systematic. The College data suggests that the College performs as-well-as or better than its peer institutions in meeting stakeholder needs though limited trend data was listed. No internal benchmarks are identified. Additional trend data and internal benchmarks could further the maturity designation of this item.

- Interpretation of results and insights gained

Reacting. The College provides limited interpretation of results in this item; one single data set was reviewed. An opportunity exists to discuss in detail the interpretation of results by showing comparison besides peer institutions and developing internal benchmarks.

2I3 Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College states it has created educational opportunities to address particular workforce, personnel, and cultural needs. The College feels incorporating more demographic and workforce data in their analysis of identifying stakeholder needs is an area for improvement.

2.4: COMPLAINT PROCESSES

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

2P4 Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students

Aligned. Since 2015, the College has collected student complaint information through an online centralized reporting tool, SC Aware. This system is presented to students in the new student orientation and the mandatory college orientation course. An opportunity exists to continuously evaluate existing processes such as the SC Aware in a manner that can guide future improvements.

- Collecting complaint information from other key stakeholders

Aligned. The College's SC Aware is available to anyone accessing the main college website. Faculty and staff are trained in the hiring and new employee orientation process about the reporting tool and College faculty, staff, stakeholders, and the community are encouraged to use SC Aware to report concerns. An opportunity exists to formalize the processes for collecting complaints from other key stakeholders (beyond awareness).

- Learning from complaint information and determining actions

Aligned. SC Aware data feeds into a case management tool (Maxient) and all reports are triaged through Student Relations to determine the best approach to resolution. Several pathways have been developed for determining actions. An opportunity exists for the College to review the data for trends and/or respond with program and process improvements to improve the maturity designation of this item.

- Communicating actions to students and other key stakeholders

Aligned. The College has a clearly documented procedure for communication actions to students and other key stakeholders through status updates via email. An opportunity exists to continuously evaluate existing processes for communicating actions to students in a manner that can guide future improvements.

- Selecting the tools, methods and instruments to evaluate complaint resolution

Aligned. The College utilizes case completion data, case debriefs and descriptive data, and a post-case survey to evaluate complaint resolution. The College does not describe the process on how the tools were selected. An opportunity exists to periodically evaluate tools and methods to evaluate complaint resolution. The evaluation can guide the improvement of these tools as well as assist in identifying other tools as appropriate.

2R4 What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. The College's decision to centralize the process improved communications in resolving

complaints. The data shows an increase in the total number of complaints regarding academic matters in the past years. No similar data is provided for non-academic concerns or details/categorization of the complaints. Data mining the nature of the complaints could provide insights for program and/or process improvements. Accompanying the centralization of the complaint reporting system, an opportunity exists to ensure that results are segmented and distributed to all responsible institutional units in a manner that supports effective decision making, planning and collaboration on improvement initiatives.

- Comparison of results with internal targets and external benchmarks

Reacting. No internal targets or external benchmarks are provided.

- Interpretation of results and insights gained

Reacting. It is unclear how the College's SC Aware data is being interpreted to inform improvements. The College is encouraged to refine their process for collecting, segmenting, and assessing their student and stakeholder complaints.

2I4Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

The College has reorganized their approach to identifying and resolving complaints, concerns and issues from all stakeholders. This resulted in consistent case triage activities, timely case resolution, and information sharing. A deeper analysis of the SC Aware system capabilities for tracking is in progress. Analysis of trend data, professional development training, and process improvement are being investigated.

2.5: BUILDING COLLABORATIONS AND PARTNERSHIPS

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

2P5 Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Aligned. The College has established guidelines when new academic partnerships are considered. An opportunity exists to include periodic evaluation of those processes for selecting partners for collaboration.

- Building and maintaining relationships with partners

Systematic. The College maintains relationships with its partners through faculty and staff participation on committees, boards, councils and other partner organizations. Participation alone does not build and maintain a relationship; there is an opportunity to define the processes for building and maintaining relationships with partners to identify opportunities for new programs and improvements.

- Selecting the tools, methods and instruments to assess partnership effectiveness

Systematic. The College utilizes a variety of formative and summative assessments, and meeting minutes to capture and assess partnership effectiveness. An opportunity exists to clearly define the process for selection of tools and periodically evaluate tools and methods to evaluate partnership effectiveness. The evaluation can guide the improvement of these tools as well as assist in identifying other tools as appropriate.

- Evaluating the degree to which collaborations and partnerships are effective

Systematic. The College conducts a program evaluation every five years and uses regular meetings to evaluate the degree to which collaborations and partnerships are effective. It is not clear on who evaluates the effectiveness of collaborations and partnerships or how frequently. A structured process of assessing key performance indicators from the partner's and College's perspective could provide the institution with information on the degree to which collaborations and partnerships are effective.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. The College has a comprehensive listing of collaborations and partnerships including K-12 partnerships, an early college program, alternate route to interim teacher certification, articulation agreements with 4-year institutions, and several other programs are discussed. An opportunity exists to provide evidence of assessment of the relationships, i.e. satisfaction and/or performance against key indicators, and how the results are periodically used to support effective decision making, planning and collaboration on improvement initiatives (closing the loop).

- Comparison of results with internal targets and external benchmarks

Systematic. The College makes comparisons with external benchmarks, including local university GPAs, the National Community College Benchmark Project, and program advisory board surveys. The College does not provide internal targets. An opportunity exists to provide evidence of assessment of the relationships/satisfaction for each collaboration and partnership could elevate the maturity designation for this item.

- Interpretation of results and insights gained

Reacting. The interpretation of results and insights gained provide in the narrative are not always aligned with the processes described, e.g., average GPA at local universities, or are based on a single data set, e.g. program advisory board surveys.

2I5 Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Based on employer input, the College has reengineered its approach to internships by connecting them to experiential learning courses. The College has added an Apprenticeship Coordinator and an Internship Coordinator. The College is always looking to create new partnerships and explore ways to enhance current ones.

CATEGORY SUMMARY

Processes in this Category are generally **Systematic** in the early stages of developing effective approaches to evaluation and improvement. Results are generally **Reacting to Systematic** with little internal benchmarking and trend data reported.

Schoolcraft has a diverse portfolio of collaborations and processes to build academic partnerships though it is unclear that a consistent process exists to evaluate meeting the needs of students and key stakeholders. Outcomes presented suggest that partnerships are valuable for both the College and partnering agencies though evaluation of partnerships could be more detailed. The College appears to be rich in data though the data provided often presents an incomplete portrait of the processes and activities of the College. Many times, it is not clear that the data presented relates specifically to processes outlined.

Results are consistently missing internal targets and external benchmarks, trend data is often missing, and there is an overall lack of interpreting results and sharing insights. Additionally, the results do not include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. Again, results do not align with the processes described in the narrative.

Overall, many processes are immature and results are either not aligned with processes or are not sufficiently robust to inform improvements in a meaningful manner. A key element for future improvement is attention to systematize existing processes, and ensure that mechanisms are in place for continuous assessment of these processes to guide future improvements.

CATEGORY STRATEGIC ISSUES

Tying results sections more directly to the processes will help with the analysis of data. As with Category One, internal targets are not identified and single data set/point are frequently selected and used for results.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

III - Valuing Employees

Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Hiring, Evaluation and Recognition and Development.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

CATEGORY 3: VALUING EMPLOYEES

Category 3 explores the institution's commitment to the hiring, development and evaluation of faculty, staff and administrators.

3.1: HIRING

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

3P1 Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

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

Aligned. The College has a well-defined, documented, and aligned process for recruiting, hiring, and orienting new employees from determining the qualifications and skills needed for the position to a hiring manager developing individualized orientation plans. The College utilizes a Competency Model to identify skills, abilities and characteristics which are incorporated into the job description and by which applicants are assessed. Positions are posted on the online application system, as well as other sources. The employment applications are screened for minimum qualifications by the employment coordinator. Hiring managers lead the recruiting process by using a Competency Model to identify skills, abilities and characteristics for the job description. Qualified candidates are

interviewed using behavioral based interview questions to assess the candidate's strengths in critical competencies and a selection is sent to the President for final approval. Onboarding includes familiarization with the College mission, values, policies and procedures. Orientation checklists provide the structure for onboarding of new employees. Based on feedback in the 2016 Systems Appraisal, Schoolcraft utilized an Action Project to improve hiring practices. The College embarked recently in an opportunity to analyze quantitative data regarding recruitment, hiring and orientation practices, resulting in the Systematic Measurement of Employee Onboarding and Evaluation Processes AQIP Action Project. To increase maturity, the College needs to review that data, assess effectiveness and modify processes as needed.

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

Aligned. The College monitors faculty qualifications at the point of hire to ensure that minimum competencies are being met and has identified minimum competencies for each program and course that includes degree/concentration, equivalency, special requirements, and preferred experience. Faculty searches include additional measures to ensure they have the required qualifications, such as teaching demonstrations and transcript submissions. The College does not offer consortia or dual credit programs. The College uses a new hire orientation survey to measure employee satisfaction with hiring and orientation processes.

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

Systematic. The College utilizes benchmarks from similar-sized peers among community colleges nationwide to determine if staffing of faculty is sufficient. Compensation packages are included in this benchmarking process. The College has low faculty turnover which ensures continuity. It is unclear from the narrative who evaluates the data. The narrative also does not provide information on what internal processes are used to assign new faculty to a program/department. The institution is encouraged to explore additional measures and best practices for assessing staffing by program and/or concentration and the options of teaching across disciplines when qualified.

- Ensuring the acquisition of sufficient numbers of staff to provide student support services

Systematic. Support service staffing levels are monitored against a baseline and adjusted in response to demand. It is unclear from the narrative who evaluates the staffing needs. The College uses the Community College Survey of Student Engagement (CCSSE) to evaluate performance, but this survey does not explain if the College has a sufficient number of staff to meet student needs. Evidence of regular assessment could elevate the maturity of the process.

- Tracking outcomes/measures utilizing appropriate tools

Systematic. An AQIP Action Project, Systematic Measurement of Employee Onboarding and Evaluation Processes, was launched in response to a previous review. The College monitors turnover data and successful completion of the probationary period for new hires, but there is an opportunity to describe the process for tracking outcomes and measures more effectively. Assessment of the data now collected should provide additional insights for further refinement of the onboarding and evaluation processes.

3R1 What are the results for determining if recruitment, hiring and orienting practices ensure

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

- Summary results of measures (include tables and figures when possible)

Systematic. Although the onboarding and evaluation Action Project is relatively new, the summary of results provided in the Portfolio should include the metrics noted in the narrative. The College monitors new hires and employee transitions data annually and administers a post-orientation survey, but there is an opportunity to develop more informative measures for the processes in 3P1.

Additional information and summary of the IDEA institutional evaluation and who analyzes the report could improve the maturity designation. In 2016-17 all faculty members' qualifications were reviewed and those who did not meet minimum competencies were provided with the opportunity to secure training or remain in areas for which they met the requirements. To improve in maturity, the College needs to share on how these processes will be maintained and if they have impact on faculty and staff planning levels. An opportunity exists to ensure that results are segmented and distributed to all responsible institutional units in a manner that supports effective decision making, planning and collaboration on improvement initiatives.

- Comparison of results with internal targets and external benchmarks

Aligned. The College compares employee turnover rates with other Michigan community colleges of similar size and uses a ratio to benchmark personnel numbers with similar sized peers nationwide. The College for years has tracked and compared the employee turnover data and noted that the turnover at the College is consistently lower than other institutions and is generally quite low compared to national or industry turnover trends. Additionally, the College monitors faculty and instructor staffing levels by benchmarking personnel numbers with similar sized peers and among community colleges nationwide. One metric monitored in this area includes the "minimal full-time faculty" ratio as reported in the 2018 HLC Institutional Update. Over the past several years, this ratio has remained stable between .95-.99, which is slightly under HLC's target of greater than or equal to 1. Similarly, data from the 2016 National Community Benchmark Project indicates that the current staffing levels tend to be leaner than our community college peers.

- Interpretation of results and insights gained

Aligned. The College appears to be interpreting results from these measures well and gaining insight to inform improvements to its hiring processes. A hiring survey feedback indicates that applicants and new employees have experienced the hiring and orientation processes positively, and the high percentage of new hires completing their probationary period indicates a good fit between employee skills, experience and expectations and those required for the position. The College shares feedback with hiring managers and focused on refining the job description to accurately reflect qualifications and expectations, and communicating those better to potential candidates in the interview process.

3I1 Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College completed the AQIP action plan for this area in 2016 and results are beginning to inform improvements to human resources strategy. The College plans to increase the number of faculty in Spring 2019 and employee staffing in key areas upon successful passage of the Focus 2018

Ballot Proposal. The College also plans to evaluate and monitor several factors, such as age of employees, length of service, continuing education, etc., of current staff and faculty to project future retirement trends and timelines for replacement and succession planning. Additionally, the College has updated minimum competencies per HLC expected faculty qualifications for faculty with the ratification of the 2018 - 2021 the College's Faculty Contract updates and the New Faculty Orientation program will be modified to add more teaching and learning strategies based on feedback from participants. In addition, efforts to reduce the amount of information presented will be examined.

3.2: EVALUATION AND RECOGNITION

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

3P2 Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees

Aligned. The faculty evaluation system follows a comprehensive approach to reviewing and evaluating the activities of faculty members within the three major roles of teaching, service, and professional development. The evaluation system is standard across most of the College's instructional departments. A similar structured process exists for union employees, administrators and executives.

The various collective bargaining agreements define the evaluation system for each group. The performance appraisal system for administrators and executives is outlined in Board policy and procedure. All evaluations are designed to for supervisors and employees to discuss strengths and opportunities for improvement. There is no mention how these systems are created and evaluated for effectiveness.

- Soliciting input from and communicating expectations to faculty, staff and administrators

Aligned. The College's performance evaluation system allows for input and communication between employee and supervisor. Checkpoint reviews provide a forum for faculty and their instructional administrators to review expectations and opportunities for growth. Expectations for faculty are outlined in the collective bargaining agreement and Faculty Handbook and reinforced during hiring and orientation. A similar process exists for staff and administration. The College uses its evaluation systems, regularly scheduled meetings, new faculty orientation, full-time mentoring experiences, and evaluation training sessions to solicit input and communicate expectations. Information on the President's performance evaluation could enhance the maturity designation of this item.

- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

Systematic. The College has created institutional objectives for both instructional and non-instructional programs and services, although it is not clear how the evaluation system is aligned. Additional information on how the faculty, staff and administration performance review process aligns with the Competency Model (3P1) could enhance the maturity of the process and designation.

- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

Aligned. Full- and part-time faculty are evaluated as prescribed in the collective bargaining agreement and outlined in the Faculty Handbook. Administrative and executive positions are evaluated following the Performance Appraisal System.

- Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Systematic. The College has established two compensation reward systems depending on employee type and offers benefits to College employees. The salary and compensation package at Schoolcraft is one of the highest in the state. Classified staff can receive a merit award, in addition to any general wage increase as well as participate in professional development. A similar system for administrators links a variable element of compensation (worth 9-15% of salary) with job performance and achievement of goals and objectives. To improve in maturity, the College should consider providing additional information on the competitive of benefits and reward systems.

- Promoting employee satisfaction and engagement

Aligned. The College describes several processes for annual awards programs, appreciation events, the tuition waiver and reimbursement benefits, and leadership development program (Galileo Leadership Initiative). These processes appear to be evaluated on a periodic basis by an Employee Engagement Survey.

- Tracking outcomes/measures utilizing appropriate tools

Systematic. The College administered an Employee Engagement Survey in 2016 to full-time faculty and part-time staff and employee feedback was requested as part of the Ballot Initiative in 2018. The survey measured how well employees were engaged or satisfied in the following areas: organizational alignment, effectiveness, connection, and the effectiveness of their manager. The College hosted 12 information sharing sessions with staff and faculty in 2017 to discuss the college's financial state and to obtain employee feedback. Evidence of regular assessment of employee engagement could elevate the maturity of the process and designation of this item. No information was provided on what the College is planning to do with that information and how it aligns to other processes.

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. The College has collected and analyzed the last three evaluation cycles of staff and faculty evaluation ratings data to identify patterns and indicators of employee contributions. Staff feedback showed an average rating range from 3.5 to 4.53. The College discusses faculty and staff evaluation ratings data and results of the 2016 Employee Engagement Survey. Trend data was provided for faculty who fall below a review rating of 3.88. Only comments from the Employee Engagement Survey were provided. Results for each of the processes described could enhance the

maturity level of this designation.

- Comparison of results with internal targets and external benchmarks

Systematic. The College collected feedback on employee engagement survey and compared the college's results with an external benchmark group of 44 colleges and universities that were aspiring top workplaces as noted in Key Performance Indicator Employee Climate Perceptions with an average score on each factor was between 3.7 and 4.4. Internal targets listed could enhance the maturity level.

- Interpretation of results and insights gained

Systematic. The College identified opportunities to increase information sharing. Information has also been used within departments to assist in goal setting and planning. While these sessions appear to have been beneficial, it's not clear if there is a plan to have these on a regular basis. It appears that the College administrators are interpreting results based on one-time iterations of surveys without analyzing trend data, setting internal targets, or comparing against external benchmarks

3I2 Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

The College used the results gained in 3R2 to identify positive factors in high-scoring departments and opportunities for improvement of lower scoring departments. The College is considering implementing another employee engagement survey in 2018-19. The College plans to continue to use these results to improve professional development programming. Additionally, the feedback from recent employee listening sessions resulted in opportunities to address specific concerns and provide better communication between college administration and faculty and staff with six additional listening sessions with the President planned for Fall 2018. The College will also continue to evaluate data from the IDEA student summative reports to guide professional development topics that improve teaching and learning. The reliance on multiple measures (not just the employee engagement survey) can help in triangulating the results and provide more informative insights into needed improvements.

3.3: DEVELOPMENT

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

3P3 Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Systematic. The College provides online training modules via SafeColleges to ensure mandated and recurring training requirements are met and offers the Schoolcraft Academy as the College's internal staff professional development program. Faculty receive professional development opportunities through the Center for Academic and Faculty Excellence. The College also provides a tuition waiver in support of professional development for all employees. It is unclear how these development activities are assessed for effectiveness. The process and designation could be improved with

evidence of the strategic alignment of support and regular professional development tied to the Competency Model (3P1). An opportunity exists to formalize processes for identifying and supporting faculty development initiatives. Ideally, such processes should include input from faculty and mechanisms for ongoing support and evaluation.

- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

Systematic. Faculty are offered professional development opportunities. The Faculty Professional Development Committee works with the Center for Academic and Faculty Excellence and Distance Learning department to maximize delivery of offerings for faculty. Professional development funds provided through department budgets allow faculty to participate in workshops, seminars and training provided by professional organizations and other qualified training providers. It is unclear how these development activities ensure currency in instructional content and how they are assessed for effectiveness.

- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Systematic. The College designates funds for all employees, including support staff members, to take credit and non-credit courses at the College and elsewhere. The College provides an internal staff professional development program, called Schoolcraft Academy, which offers programs including a management training series, customer service series, and “soft skills” training that strengthens communication and interpersonal skills to enable collaboration among employees. It is unclear how these programs are selected and assessed for effectiveness. Additional information specific to support staff could enhance the maturity designation of this item

- Aligning employee professional development activities with institutional objectives

Reacting. The College’s administrative and professional staff are required to identify development opportunities in each evaluation cycle, which align with short- and long-term institutional objectives. It is not clear how professional development activities align with institutional objectives.

- Tracking outcomes/measures utilizing appropriate tools

Reacting. The College utilizes participant evaluations to track outcomes/measures of development. Evidence of assessment of non-College-provided instruction, i.e. external conference and workshops, or other forms of return on investment could enhance the maturity of the process and designation.

3R3 What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. The data provided suggests the College invests in the training, educating and professional development of all employees at all levels of the organization. The College provides professional development expenditure data, CEU completion data, use of tuition reimbursement, and

development/training expenditure per FTE employee. An opportunity exists to demonstrate how the results are segmented and distributed to all responsible institutional units in a manner that supports effective decision making, planning and collaboration on improvement initiatives with respect to faculty and staff development. Information on the percentage of each employee group could improve the maturity of the process and designation.

- Comparison of results with internal targets and external benchmarks

Reacting. The College stated that it spends more per FTE employee on development as compared to national community college peer counterparts based on the National Community College Benchmark Project (NCCBP) though no evidence was provided to support that information. Specific targets are not discussed.

- Interpretation of results and insights gained

Systematic. Participants attending Schoolcraft College Academy Courses indicate satisfaction with the quality of the course and instructor. The participant evaluation may be a promising instrument and has potential to be developed further for more robust interpretation to inform improvements. Enrollment is generally low and it is unclear what employee level is participating. Information from the Employee Engagement Survey and other sources regarding satisfaction with employee development could enhance the maturity of the process and designation.

3I3 Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College is committed to professional development despite fiscal challenges, and pending voter approval of the 2018 Ballot Initiative. Pending the approval of the ballot initiative, the College has prepared a number of initiatives for the development of faculty, administrators and employees. The College is encouraged to also develop alternatives should the ballot initiative fail.

CATEGORY SUMMARY

Schoolcraft has developed systematic, repeatable processes in this category. From the hiring process to employee evaluation, and professional development, the College describes processes that are consistent among employee groups. Schoolcraft has defined their process for recruiting, hiring, and orienting faculty, staff, and administrators, ensuring those hires possess the required qualifications and skills to be effective in the assigned work. The College did establish minimum credentialed requirements for all faculty and listed them in their bargaining agreement. College employee evaluations occur according to policy or bargaining agreements. They provide supervisors and employees an opportunity to discuss strengths and opportunities for development. Evaluations for administrators and executives are outlined in Board policy and procedure.

It is unclear if the College has enough staff and faculty to meet the needs of the student and what impacts could result if funding does not improve. There is commitment to the professional development of all employee groups. Both internal and external opportunities are supported with various funding streams. Financial constraints have kept the College from expanding professional development opportunities. Satisfaction is generally positive for the offerings of the Schoolcraft Academy.

CATEGORY STRATEGIC ISSUES

Ability to continue to support faculty and support initiatives in light of fiscal pressures.

Results are select and frequently include only a single dataset/data point – little trend data is provided. Very few internal targets are identified. Data presented does not always include the population studied, response rate and sample size. The results also do not always include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

IV - Planning and Leading

Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Mission and Vision, Strategic Planning, Leadership and Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

CATEGORY 4: PLANNING AND LEADING

Category 4 focuses on how the institution achieves its mission and vision through direction setting, goal development, strategic actions, threat mitigation and capitalizing on opportunities.

4.1: MISSION AND VISION

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

4P1 Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

Aligned. The mission, vision, and core values were developed by a group of 100 faculty and staff in 2002. They are reviewed annually by the Board.

- Ensuring that institutional actions reflect a commitment to its values

Reacting. While the College provide a link to Board policies and procedures, it is not evident how these policies ensures that institutional actions reflect a commitment to its values,. An opportunity

exists for the College to describe the processes demonstrating commitment to its values in a repeatable and documented process.

- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

Systematic. The College's mission, vision, core purpose, and values are publicly communicated through the College's website, printed materials and posted on plaques around campus. There may be an opportunity to advance the maturity of this process through periodic evaluation.

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

Aligned. The College has several processes in place to ensure that academic programs and services are consistent with the institution's mission. This includes President and Cabinet confirmation during the consideration of new initiatives and programs of study. It also includes Board Policy 1050 that requires Board approval for new programs. During this process, the Board assures that the mission is reflected in the new program.

- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

Systematic. The College uses a strategic planning framework centered around the mission, and a budget development process that allocates resources consistent with the strategic framework. An opportunity exists to demonstrate how this budget process is evaluated for effectiveness.

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

Systematic. The College uses a variety of tools including a number of surveys and focus group sessions. An opportunity exists to emphasize a process for selecting and evaluating those particular measures, consistent with a process that is regularly evaluated for improvement.

4R1 What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. Various groups surveyed continue to rate the College highly, and approval ratings increased from the 2015 survey to the 2017. An opportunity exists to leverage this rating without ignoring the other trends. Survey items should be aligned to key performance indicators for the mission, vision and core values.

- Comparison of results with internal targets and external benchmarks

Reacting. Benchmark colleges and universities are noted in the OrgHealth Employee Climate Survey but a list of the institutions is not provided. An opportunity exists to identify internal targets and external benchmarks that are aligned to key performance indicators for the mission, vision and core values.

- Interpretation of results and insights gained

Reacting. The interpretation of results and insights gained provided in the narrative are for select results. A comprehensive interpretation of all results could improve the maturity of the process and designation.

4I1 Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

As a result of the OrgHealth Employee Climate Survey, the College has set up listening sessions. Based on the initial sessions, more targeted meetings have been arranged. It is not clear how these improvements are relevant to 4P1 Mission and Vision. Identifying key performance indicators for the mission, vision and core values, identifying and aligning measures and tools, setting internal targets and external benchmarks for each, reporting the results of the outcomes, and creating action plans could enhance the maturity of the process.

4.2: STRATEGIC PLANNING

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

4P2 Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

Systematic. The College has several processes in place for engaging internal and external stakeholders in strategic planning, using a multifaceted approach and involvement from several on campus constituencies. An opportunity exists to develop more explicit, repeatable and periodically evaluated process as well as evidence of institutional coordination.

- Aligning operations with the institution's mission, vision and values (5.C.2)

Aligned. The College uses a strategic planning process that incorporates the mission, vision, and values. The College aligns its operations to its mission and vision by the development of a set of strategic objectives that are developed during the strategic planning process.

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

Systematic. The College has a process in place that begins with leadership at the Cabinet level working with the President and delegating downward to respective managers. Divisions create detailed action plans under the direction of their Cabinet leader to ensure efforts are aligned. An opportunity exists to document the process used to determine the College's strategic objectives and examples of "detailed action plans" by various divisions.

- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Aligned. The Strategic Planning process includes the identification of strengths and weaknesses. The

College further developed a set of key performance indicators (KPIs) to give a picture of institutional health, which contributes to decision making and strategic plans of the College.

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

Systematic. There appears to be a process involving project managers described that shows how action plans and strategies are formed from unit to unit. It involves several across campus, including the Budget Committee. An opportunity exists to more explicitly describe how strategies and action plans are developed including, a description of the administrative/academic prioritization process and examples.

- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

The process was not addressed.

4R2 What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. Key Performance Indicators were developed specifically for the purpose of helping the College measure the effectiveness of the strategic planning process and the implementation of the resulting strategies. Upon reviewing the results, the metrics summarizing the Resource Optimization pillar clearly posed the largest threat, leading to the development of the current Action Project, Fiscal Sustainability. An opportunity exists to identify the measures of transformational learning and evidence that the capacity of individuals and groups achieved intellectual, social and economic goals, and align the results to the Core Values.

- Comparison of results with internal targets and external benchmarks

Reacting. An opportunity exists to identify internal targets relevant to the strategic planning processes. External benchmarks are part of the new KPI measures. An opportunity exists to ensure that these KPI's are put to use to assess the College's position in relation to its peers.

- Interpretation of results and insights gained

Reacting. An opportunity exists to ensure the relevancy of the data to the processes listed in the Category, the interpretation of the results, and formulating the insights gained.

4I2 Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Creating KPIs for some of the College's processes and plans is an improvement. The College is encouraged to continue identifying, measuring, reporting, and improving indicators of the entire strategic plan, mission, vision and core values. Future narratives can be improved by explaining how everything rolls up in systematic, explicit, repeatable, processes.

4.3: LEADERSHIP

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

4P3 Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Aligned. State legislation provides the legal framework under which the College operates, outlining that the Board of Trustees maintains primary fiduciary accountability for the College and establishes policies and procedures that govern tuition rates and fees, voter approved mileages, contracts and labor agreements, and changes in certificates and programs. The Board's fiduciary role is documented in Board Policy 1050. An opportunity exists to demonstrate how the College determines whether this configuration supports effective leadership and governance. An opportunity also exists to demonstrate how board members are appropriately trained and supported in their roles. Several organizations offer guidelines and training for new board members, but it is not clear if the College uses any process to educate board members.

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

Aligned. The College's Board hold monthly public meetings. The President is required to provide monthly reports to the Board about the College. Policy 1050, authorizes the Board to delegate responsibilities to the President. The President can delegate to others, per Policy 1070.5. An opportunity exists for demonstrating and documenting the process for developing Board policies.

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

Aligned. The College has clear policies in place, such as Policy 1050 and Policy 1070.5, that gives authorization to the President to carry out policies, procedures, and daily operations as well as the right to delegate as needed. Curriculum and academic matters are heavily influenced by faculty as per the agreement between the Board of Trustees and the Faculty Forum of the College.

- Ensuring open communication between and among all colleges, divisions and departments

Systematic. The College adopts a hierarchal structure reporting to the President and Board of Trustees and relies upon regular meetings with these groups to communicate. Cross divisional teams are also part of the structure. An opportunity exists to periodically evaluate these communication pathways to assure that communication is occurring.

- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Systematic. The College utilizes cross-functional/cross-representative teams to collaborate across departments and units. An opportunity exists to describe how these teams ensure the maintenance of high academic standards.

- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

Reacting. An opportunity exists to develop repeatable processes documenting how the college provides effective leadership to all institutional stakeholders.

- Developing leaders at all levels within the institution

Systematic. A management training series is available to supervisors, administrators and executives. Examples of topic include communication, conflict resolution, employee discipline and contract administration. Opportunities exist to define repeatable and documented processes identifying potential leaders and providing them opportunities for advancement and to evaluate the efficacy of these processes and programs. An opportunity also exists to consider a structured succession plan aligned to the performance review to develop future leaders.

- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Aligned. As stated previously, state legislation provides the legal framework under which the College operates.

- Tracking outcomes/measures utilizing appropriate tools

Systematic. The College uses multiple tools to track outcomes and measures including quality credit hour chart, curricular program reviews, advisory committees' feedback, Curriculum Committee activity, Core Ability assessment results, Graduate Follow-Up Survey and Employer Surveys. An opportunity exists to define processes that clearly articulate the mechanism for selecting and evaluating these tools with respect to the appropriateness for measuring effective leadership.

4R3 What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Aligned. The College uses measures from the NCCBP, OrgHealth Employee Satisfaction Survey, and graduate faculty survey results to evaluate processes in 4.3. Scores on the 2016 satisfaction survey suggests the College does things efficiently and well, senior managers understand what is happening at the College, the institution encourages different points of view and encourage new ideas.

- Comparison of results with internal targets and external benchmarks

Systematic. The College makes appropriate comparisons with data collected within their institution to benchmark institutions. An opportunity exists to identify internal targets and track performance of the pertinent processes against these targets.

- Interpretation of results and insights gained

Systematic. The College provides some interpretation of results and discusses related insights. An opportunity exists to provide an objective and in-depth review of all of the results to give a full picture of what was gained from measurements.

4I3 Based on 4R3, what process improvements have been implemented or will be implemented in the

next one to three years?

The College has adopted a series of mandatory training modules for all employee groups that raise awareness of negative working environments and acceptable practices for mitigating and eliminating these behaviors in the workplace. In addition, the College continues to support leadership development by allocating resources funds and time. The College intends to work to utilize data by creating a culture that embraces data by increasing its data self-service options and developing prototype dashboards for key stakeholders.

4.4: INTEGRITY

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

4P4 Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards

Systematic. Standards must be approved by the Board and the Cabinet is responsible for communicating them to the campus. Opportunities exist for periodic evaluation of these processes, and for maintaining processes that ensure that these standards are communicated to the campus stakeholders in a transparent and repeatable fashion.

- Training employees and modeling for ethical and legal behavior across all levels of the institution

Aligned. Employees are required to complete training on safety and ethical behaviors. Policies are also found in the Employee Handbook and discussed during new employee orientation.

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

Aligned. The College is bound by PA 196 of 2014 State of Michigan Budget and Performance Transparency Reporting requirements. Board policies and procedures address business transactions, such as: acceptance of gifts and donations, fund operations, audits, deposits and awarding of contracts. The Employee Handbook documents legal practices, workplace conduct expectations and other requirements that guide ethical practices, e.g. FERPA and HIPPA.

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

Aligned. The College utilizes a variety of print and electronic media to communicate with its constituents including relevant links to the State of Michigan. Accreditation information, Accomplishments Report, policies and legal and tax status are available on the College's web-page. The Answer Center is another institutional resource for information.

4R4 What are the results for ensuring institutional integrity? The results presented should be for the

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

- Summary results of measures (include tables and figures when possible)

Systematic. The College stated that it has received the highest form of assurance from its auditors. The Operating Fund Expenditures are on par with similar size Michigan community colleges and the production of the “quality credit hours” when benchmarked against peers demonstrates that the College is fiscally responsive though it does not provide the data to support those statements. An opportunity exists for tracking additional results and measures in this Category, such as employee training, ethics violations, Title IX

- Comparison of results with internal targets and external benchmarks

Systematic. Some external benchmarks are provided, but their connection to integrity processes would benefit from additional clarification. An opportunity exists to define and discuss internal targets.

- Interpretation of results and insights gained

Reacting. An opportunity exists to clearly articulate the insights gained from the interpretation of the results.

4I4 Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

A Compliance Committee has been charged with developing strategies to guide the College’s work in areas related to integrity. The Committee (or similar committee focusing on integrity) may want to align their charter/service level agreement with the subcomponents of 4P4, i.e. developing and communicating standards, training employees and modeling ethical and legal behavior, etc. The College will also attempt to identify tools for external benchmarking related to integrity.

CATEGORY SUMMARY

As a public community college, Schoolcraft operates under the Michigan Community College Act of 1966, PA 331. The College’s Strategic Planning serves as the basis for establishing goals and initiatives.

With few exceptions, the College’s processes for this category range from **systematic** to **aligned**. The results, however, include a noticeable number of items classified as **reacting**. Opportunities exist to assess the selection of process-relevant metrics, the comparison of these metrics against internal targets and external benchmarks, and an in-depth interpretation of the results. There is also an opportunity to ensure that the improvements are connected to the results, i.e., closing the loop.

CATEGORY STRATEGIC ISSUES

Results and Data: Results are select and frequently include only a single dataset/data point – little trend data is provided. Very few internal targets are identified. Data presented does not always

include the population studied, response rate and sample size. The results also do not always include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

Presentation: This is common across the document but the College does not address or provide evidence for each statement and instead lumps multiple statements into one section. It makes it very difficult for the reviewer to separate the information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

V - Knowledge Management and Resource Stewardship

Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Knowledge Management, Resource Management and Operational Effectiveness.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

5.1: KNOWLEDGE MANAGEMENT

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

5P1 Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

Systematic. The institution uses data and involves multiple stakeholders, but the process for data selection and analysis is unclear. As stated, the concept of KPI's and analysis of institutional performance is a new system, and the institution is currently developing training in this area. There is an opportunity to improve this process by identifying measures, describing how they will be communicated, and defining how these results will support the strategic objectives.

- Determining data, information and performance results that units and departments need to plan and manage effectively.

Systematic. The strategic planning processes and individual department needs determine the data needs of units. Departments rely on the College's ERP system to quantify a great deal of information. The Research and Analytics Department provides support where needed. A more structured process may result in greater efficiency in utilization of resources, less duplication of effort, and greater agility. There may be an opportunity to develop internal targets to inform improvements.

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

Aligned. The College has clear processes for making data, information, and performance results available to the campus. The College utilizes *Ellucian*, as well as their internal R&A department, to fulfill data reporting needs for the campus. It appears that faculty and staff have easy access to obtain the information needed for operations, planning, and improvements. College employees are able to query *Ellucian* to draw out reports related to specific departmental operations, using standard ERP forms/reports, or employing a user-friendly reporting software, called *Entrinsic Informer*.

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

Systematic. The College has identified processes and policies to ensure the integrity, accuracy, reliability and security of their knowledge management systems. The IT department helps ensure the physical availability of the systems to all users, performs routine system maintenance, and ensures that software systems are appropriately updated. The College might consider working with their constituents to determine how to push frequently requested data out to consumers on a scheduled basis instead of responding to individual requests.

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

Systematic. The College utilizes several tools and has systems in place for protection of knowledge management data. The components for an aligned process are present, but there is no evidence of a coordinated process for tracking outcomes within and between tools and platforms. There may be an opportunity to advance the maturity of this process by providing a description of how tools and measures are selected rather than a list of current resources.

5R1 What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting. Information is provided about the IT department and their management of data through the IT Satisfaction Scorecard, but is unclear how the results reported measure the effectiveness of other processes. An opportunity exists to ensure that data are collected and interpreted beyond IT core services. Examples include tracking relevant metrics pertaining to the utilization of data and performance information to support planning, process improvement, and decision-making.

- Comparison of results with internal targets and external benchmarks

Reacting. No internal targets or external benchmarks are provided in the narrative. The IT Satisfaction Scorecard could serve as baseline data for some of the processes. For others, there may be other standards from which to benchmark.

- Interpretation of results and insights gained

Reacting. Key findings from the report are noted and results are identified, but no details are provided in the narrative. The example of the Satisfactory Academic Progress Scholarship Pilot Program suggests the College utilizes data, but the narrative does not address how data, information, and performance results of the processes are interpreted to inform improvements.

5I1 Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

The College experienced improvements in recent years driven in part by two extensive AQIP Action Projects. “Provide an Information and Communication Technology Infrastructure” was completed in 2015 and laid the foundation to complete the second Action Project, “IT Infrastructure Modernization and Information Security Upgrades” in 2018. In February 2018, the College updated its customer relationship management system (CRM) to *Ellucian Recruit* in order to enhance the overall student experience and make the enrollment process clearer and easier for students.

Data, information, and performance results are now more reliably and readily available to divisions and departments. The College intends to improve classroom technology and consistency across all classrooms, develop data analytics capability to drive data-driven strategic planning, continue to improve data security and accuracy through the purchase and installation of new software and hardware operational systems, and continue to improve WIFI connectivity throughout the College.

5.2: RESOURCE MANAGEMENT

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

5P2 Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

Systematic. Processes for identifying, budgeting for, and maintaining its physical and technological infrastructures appear to be fiscally responsible. The College operates within the guidelines set by the Board and the State of Michigan. The Finance and Business Services office uses a process through a five-year revenue projection to help plan appropriately for fiscal matters. The College engages in the State of Michigan’s Capital Outlay process for maintaining physical infrastructures and through regularly surveying of campus units. There may be an opportunity to advance the maturity of this process through a more explicit description of technological infrastructure processes.

- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

Aligned.

The College utilizes a multi-faceted approach to gather information before the strategic planning process takes place. Input from faculty, staff, advisory boards, accrediting bodies, and environmental scans help to ensure alignment. From these various inputs, the President and Cabinet formulate strategic objectives, which are then approved by the Board.

- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

Systematic. As opportunities and emerging needs are recognized, the College evaluates current curricula to determine the extent to which courses meet emerging trends in academia and industry. The Budget Committee reviews funds requested through the budgeting process and ranks such requests accordingly to fit with strategic objectives, importance to students, and other cost/benefit analyses. There may be an opportunity to evaluate the effectiveness of this process within the College.

- Tracking outcomes/measures utilizing appropriate tools

Systematic. The College tracks activities through various monthly and annual reports and tools including actual to expected budgets, financial statements, economic scenarios, audits and key performance indicators to track outcomes. It is unclear how those reports inform decision making within the College. Future narratives can be enhanced with evidence of a coordinated system and application of the tools identified.

5R2 What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Systematic. Results for Composite Financial Index, Revenue vs. Expenditures, third-party audits, and Cost to Produce a Quality Credit Hour are all indicators of financial health and all suggest the institution is fiscally responsible. Additional measures could include ratios for Primary Reserve, Viability, and Return on Net Assets, Net Operating Revenues, and Total Revenues and Investment Return. Opportunities exist to ensure the results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making and to measure physical and technological processes.

- Comparison of results with internal targets and external benchmarks

Systematic. The College has set a target range of 1.1 or above for a CFI score. The College states that expenditures per fiscal year are close to the state average and revenues fall dramatically below those of community college peers in Michigan because of a decline in state appropriations and property tax revenues. Longitudinal data demonstrates a consistent decline in net position. The College's Operating Fund Expenditures are on par with those of Michigan community college peers of a similar size. Most notably, the College spends significantly more on public service than those in this peer group. There may be an opportunity to design internal targets to inform future improvements to processes in 5.3.

- Interpretation results and insights gained

Systematic. The interpretation of the results provided appears accurate. Few insights are provided. The maturity designation can be improved with internal targets, additional measures, comprehensive benchmarks, and interpretation of the results.

5I2 Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

The College is utilizing a Fiscal Sustainability Action Project to address financial issues. The ballot proposal is a significant part of this. The College has also frozen salaries, kept vacancies open, and deferred maintenance projects. The College offered an early retirement package, hired a new foundation director, and formed three non-profit organizations to generate revenue.

Though enrollment has been in decline, strategic enrollment management strategies have helped to prevent a precipitous drop in enrollment.

5.3: OPERATIONAL EFFECTIVENESS

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

5P3 Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals

Aligned. The budget calendar presents annual timelines and steps in the budget process. In the budget development process, emphasis is on re-allocation of existing dollars rather than requesting new funds. The budget process is accomplished in a series of steps with input from a wide variety of campus stakeholders and aligned with strategic priorities. After a public hearing, the Board approves all budgets.

- Monitoring financial position and adjusting budgets (5.A.5)

Systematic. The description of how budget managers and the institution monitors financial positions and make adjustments appears to be repeatable, but can be made more explicit. There may also be an opportunity for periodic evaluation of this process.

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

Systematic

The components for an aligned process are implied. The College recently completed a major infrastructure project resulting in updates to networking, computers, storage, telephony, physical and network security, and data loss protection, including updating all hardware and related software systems to latest technology. It is not clear how regularly the IT staff meet, what the twelve core IT services are that are measured for customer satisfaction, or how regularly the Scorecard and Traceability Matrices are reviewed.

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

Aligned. The College has developed a spreadsheet with a comprehensive deferred maintenance schedule through 2023. The schedule is updated throughout the year through a structured process that is repeatable. A process is also in place for renovations and new construction.

- Managing risks to ensure operational stability, including emergency preparedness

Systematic. The College has several processes in place to manage risks to ensure operational stability. These include processes outlined in the Critical Incident Manual for emergency preparedness. The College also utilizes an emergency notification system as part of their process. Using *Maxient*, the College collects incident reports in order to address issues. Employees are also trained using *SafeColleges* to address safety issues. The narrative could be improved with an explanation of how the institution manages operational risks, i.e., uncertainty in financial markets, threats from project failures, bond issue failing, etc.

- Tracking outcomes/measures utilizing appropriate tools

Systematic. The College identifies a number of tools for measuring operational effectiveness. What is not identified is who uses them, when, and how. There is no mention of how any of these are tied to the Strategic Plan. Future narratives can be enhanced with evidence of a strategic, coordinated tracking system, and application of the tools identified.

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

Reacting. The College indicates that student satisfaction with the physical environment is significantly higher than the national average for overall campus maintenance. The narrative does not include results for the processes of building budgets, managing risks, and monitoring financial position. Results on crime rates and satisfaction surveys do not indicate effective management of operations. It is difficult for the Reviewers to assess the results of the IT Satisfaction Scorecard with only one survey administration or the SSI without seeing trend data.

- Comparison of results with internal targets and external benchmarks

Reacting. No internal targets are identified. Benchmarks are limited to peer institutions participating in national surveys. Trend data from the various surveys could provide a baseline to set internal targets. The College could also benefit from identifying key performance indicators and metrics for each of the processes defined.

- Interpretation of results and insights gained

Reacting. The Reviewers cannot substantiate the interpretations in the narrative based on a single set of data.

5I3 Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

An AQIP Action Project resulted in improved IT system reliability, user friendliness, and security. Schoolcraft is pursuing a ballot proposal in November 2018; successful passage would result in \$6 million annually for general fund operations and deferred maintenance. Efforts are underway to gain Board of Trustees formal adoption of two-year budget planning process. During a time of financial stress, Schoolcraft has taken proactive steps to address challenges, and has added more dollars to instruction. The College has attempted to implement more energy efficient initiatives to reduce energy costs. The Risk Management and the Safety Committee updated the Critical Incident Manual for employee distribution.

CATEGORY SUMMARY

Processes for ensuring effective management of operations are generally **Systematic**. The processes described address the present with sustainable continuity of operations into the future. The approaches are in the early stages of development and deployment, transitioning from reacting to problems to a general improvement orientation. Results are consistently **Reactive** and frequently not aligned with the processes described.

Due to the significant upgrade in IT, the College has added capacity in a number of areas related to Knowledge Management. The College has a budget process in place that is predictable, and emphasizes instruction and student services. Due to financial constraints, the College has taken proactive steps to cut costs. Staff are encouraged to redirect dollars, as opposed to asking for new dollars. Setting up non-profit entities to bring more dollars into the institution is another proactive step. One area in which more attention could be focused are the high spending on public services. While this is an area that is part of the College mission, additional methods of defining the expectations and measuring the effectiveness of this work might be beneficial. It is clear that the College is counting on the passage of the increased mill levy. No discussion has been offered about the consequence and long-term stability of the College should it not pass. The College has a budgeting process and uses tools to monitor progress though it fails to provide how that information and data are used to drive decisions. It had recently upgraded technology, but it is not clear if those changes resulted in improvements to facilities and the infrastructure on campus. It is also not clear whether or not targets are established.

The College appears to have the components and data it needs to create aligned processes that are explicit, repeatable, and measureable. Key performance measures for each component/process should be identified, with outcomes, measures, internal targets, and external benchmarks. Interpretation of results should result in coordinated action plans leading to process improvement.

CATEGORY STRATEGIC ISSUES

Results are select and frequently include only a single dataset/data point – little trend data is provided. Very few internal targets are identified. Data presented does not always include the population studied, response rate, and sample size. The results also do not always include a brief explanation of how often the data is collected, who is involved in collecting the data, and how the results are shared.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

VI - Quality Overview

Focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Quality Improvement Initiatives and Culture of Quality.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

CATEGORY 6: QUALITY OVERVIEW

Category 6 focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated and how they contribute to improvement of the institution.

6.1: QUALITY IMPROVEMENT INITIATIVES

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1 Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives

Aligned. Schoolcraft has a defined process for selecting, deploying, and evaluating quality improvement initiatives as part of the strategic planning framework. Ideas for quality improvement initiatives come from surveys, advisory committees, focus groups, internal committees, and various student and community meetings. The President's Cabinet proposes strategic quality initiatives, and college leadership determines the priorities. Schoolcraft appears to have aligned budget processes to these quality initiatives, as well. Performance is reported and evaluated on an annual basis through Accomplishment Reports.

- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Aligned. AQIP Action Projects are identified through the strategic planning process and feedback from HLC reviews and participation at Strategy Forums. The College has successfully aligned the selection of Action Projects to address institutional goals of strategic importance, such as the current project addressing the fiscal health of the organization.

6R1 What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

Aligned. Schoolcraft describes the results of three recent AQIP Action Projects. Results suggest the College is beginning to apply systematic evaluation and improvement of processes, and some organizational learning for improving the efficiency and effectiveness of key processes. Key performance indicators developed since the 2016 Systems Appraisal, are used by the institution in its balanced scorecard reporting, and cross-walked to the HLC Criteria for Accreditation.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Schoolcraft plans to use Key Performance Indicators extensively throughout the organization, especially for departmental sharing and planning. The three recently completed Action Projects have resulted in improvements for the institution in the areas of IT deployment, employee onboarding and orientation, guided pathways. The current action project on financial sustainability is a significant focus for the institution at this time.

6.2: CULTURE OF QUALITY

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2 Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality

Systematic. Schoolcraft has developed a strategic planning framework and process that provides the infrastructure and guides resource allocation to support quality improvement. The process is built on the principles of Baldrige Excellence Framework and the AQIP criteria. Evidence of periodic evaluation and following the outlined procedures could help the maturity designation.

- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

Systematic. It is evident in this and previous Categories that the College is beginning to apply generally understood, repeatable processes that are aligned with the institution's mission and strategic plan. As more students and stakeholders are involved in quality initiatives, a culture of quality may begin to permeate the institution.

- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

Systematic. While Schoolcraft communicates the progress on AQIP Action Projects through a number of avenues, communicating the outcome of quality initiatives does not necessarily mean the institution learns from its experiences. An opportunity exists to align and integrate the experiences learned into decision making with respect to institutional goals and strategies. Future responses can be improved with evidence of periodic review of the processes, lessons learned, and improvements made.

- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Systematic. Schoolcraft reports that recent Strategy Forum participation has reaffirmed the institutional understanding of AQIP and afforded the opportunity to develop its most recent Action Project. An opportunity exists to link the understanding of the role and vitality of the AQIP Pathway with furthering the goals of the institution.

6R2 What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

Reacting. The narrative and results do not provide direct evidence of the processes the institution implements to foster a culture of quality. Examples are alluded to throughout the Portfolio, i.e. Action Project Teams, listening sessions, etc. Future responses can be improved with evidence examples of how students and stakeholders are directly involved in improvement initiatives, with results that include an explanation of what was measured, how, by whom, how often, and what action plans resulted from the assessment of the data.

6I2 Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three year?

As Schoolcraft has experienced the introduction of KPI's to be valuable, training is planned for faculty and staff. Guided Pathways and the the Financial Sustainability Action Project will continue. The Research and Analytics Department will support the College in cultivating a culture of evidence and increasing data literacy.

CATEGORY SUMMARY

The College has successfully selected and executed a number AQIP projects that directly link to its strategic institutional goals. Quality improvement processes focusing on continuous improvement initiatives appear to be migrating from Systematic to Aligned. Results range from Reacting to Systematic.

The narrative suggests processes that are heavily top-down; leadership proposing the initiative, evaluating results, and determining next steps. Broad-based faculty, staff, student, and administrative involvement could encourage better decisions, and strengthen individual and group

ownership of systems, activities, and initiatives.

CATEGORY STRATEGIC ISSUES

Ensuring sustained support for continuous improvement as the college shifts to an alternate pathway.

Immature results that do not directly measure processes. Improvements made are not always clearly informed by results discussed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Clear

Evidence

The current mission, vision, and values were adopted by the Board in 2002 after going through a development process that included 100 faculty and staff members. However, there is no mention of the involvement of students and stakeholders. The mission, vision, and values are found on the College website and in the Annual Accomplishments Report and Strategic Objectives.

The mission and vision guide the development of all new academic programs. The College uses a product development process to standardize these efforts. Board Policy 1050 requires all new credit certificates, degrees, and programs be approved by the Board. The program review process also ensures the alignment of programs and services with the mission, vision, and values. While the alignment of academic programs is clear, detailed examples and evidence on how services are consistent with the institution's mission, vision, and core values would be beneficial.

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

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Clear

Evidence

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

The Mission, vision, and core values reflect the institution's purpose, and direction.

The mission statement identifies the institution as a comprehensive, open-door, community based college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Adequate

Evidence

Schoolcraft College is a comprehensive, open-door community college established in 1961 by the people of five contiguous communities in in Wayne County, Michigan. The mission of the College "to provide a transformational learning experience designed to increase the capacity of individuals and groups to achieve intellectual, social, and economic goals" is broad and inclusive of all their students' aspirations and articulate their fundamental purpose. The institution focuses on providing the following: transfer programs for students intending to continue a four-year level; terminal certificates and degrees for students intending to join the work force after they complete their studies at Schoolcraft; developmental programming to meet the needs of underprepared students; and continuing education/professional development for their service area.

The College analyzes data as part of the Strategic Enrollment Management Steering Team to ensure the needs of student stakeholders are understood. Environmental scans, local job market, enrollment trends, and demographics also help to identify student stakeholders. There is limited discussion of existing student stakeholder groups and/or market segments.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Adequate

Evidence

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

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

The College uses advisory boards to engage with its identified external constituencies and respond to their needs, but these processes are not addressed in 4.1 and are not explicitly described in 2.3 and 2.5.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Clear

Evidence

State legislation, the Michigan Community College Act of 1966, PA 331, provides the legal framework under which the College operates. The College's publicly-elected Board of Trustees maintains primary fiduciary accountability for the College. Trustees have reviewed and passed several policy and procedures that ensure adherence to a code of ethics, preserve independence from conflict of interest policy and procedure, prohibit nepotism, whistleblower procedure, and prohibit employment by the College immediately after serving as a Trustee.

Human Resources maintains the Employee Handbook that documents legal practices, workplace expectations, and other ethical practices. The Board policies and procedures 5000-series addresses business transactions and purchasing standards. PA 196 of the 2014 Michigan Budget and Performance Transparency requirements also applies to the College.

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 with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Clear

Evidence

The College is bound by the State of Michigan Budget and Performance Transparency Reporting requirements and by institutional and specialized accrediting bodies.

Schoolcraft's mission, vision, core purpose, and values are publicly communicated through the College's website, printed materials and posted on plaques around campus. The institution communicates these values publicly through community outlets, such as the website, printed materials, media interviews and coverage, as well as community events and presentations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Clear

Evidence

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

The College's Board holds monthly public meetings. The President is required to provide monthly reports to the Board. Policy 1050, authorizes the Board to delegate responsibility to the President to carry out the policies, procedures, and day-to-day administration of the institution, and Policy 1070.5 authorizes the President to delegate to others. Faculty are involved in all academic matters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Clear

Evidence

By Board Policy 1062.1 and faculty contract, instructors are entitled to freedom of discussion within the classroom on all matters within the framework of the course being taught, which are relevant to the course and within his/her area of competence.

Faculty receive training as part of mandatory new faculty orientation. The College has a practice for maintaining integrity of research and is exploring the creation of a policy for human subject research.

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, students and staff.

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

Rating

Clear

Evidence

In the absence of an Internal Review Board (IRB), the Director of Research obtains appropriate study details, evaluates the risks vs. benefits, and makes recommendations to the College President, who makes the final decision.

The College documents ethical behavior expectations for students in the Student Code of Conduct, which is reviewed during orientation and in the College Success course. All course syllabi include language about academic integrity. Procedure 3112.1 provides clear guidelines for use of copyrighted materials.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

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

3.A - Core Component 3.A

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

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

Rating

Clear

Evidence

The College uses a curriculum development process which utilizes feedback from faculty, staff, administrators, and potential external content experts to create all aspects of a program. Curriculum maps provide a tool for faculty to evaluate pre- and co-requisites, and to ensure the levels of learning are sequential and lead to program outcome achievement. The College utilizes standard institutional performance measures, third-party surveys, and accreditation and industry standards to assess the currency and effectiveness of academic programs. The College works closely with faculty, program advisory boards and key stakeholders to develop, evaluate, or refine the programs's intended learning outcomes as industry demands shift and change. A bi-annual evaluation of accuracy of information is evaluated both by faculty and through an advisory board review.

Every Schoolcraft course, whether taught on the main campus, in a hybrid setting, fully online, or in a dual-enrollment course, is covered by the syllabus. Faculty are engaged in the design and development of courses and programs, and multi-step process assures that appropriate sequencing and development occurs for all programs. Requirements are communicated to students through a variety of print and electronic media.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Clear

Evidence

Schoolcraft's common outcomes (Core Abilities-CAs) are aligned to the mission, educational offerings and degree levels through an explicit and repeatable curriculum development process and instructional product development. General Educational (GE) requirements are dictated by Board Policy and are aligned with Michigan's statewide transfer agreement.

An Exit Learning Outcomes Matrix (ELOM) and curriculum map are developed for each program at the College. The ELOM documents programmatic decisions about the program outcomes and the affiliated course selection along with curriculum maps that ensure that the progression of learning is supported across the breadth of each academic program.

The College works closely with faculty, program advisory boards and key stakeholders to develop, evaluate, or refine the program's intended learning outcomes as industry demands shift and change. A common course syllabus is used to denote the Core Abilities assigned to each course. The College works with advisory boards in 29 program areas to annually assess the relevance of outcomes.

The College utilizes a process through the Learning Assistance Center to provide academic support to students who are referred or seek out assistance on their own. This process seems to address the needs of a diverse student body.

In the absence of an Internal Review Board (IRB), the Director of Research obtains appropriate study

details, evaluates the risks vs. benefits, and makes recommendations to the College President. The Research and Analysis department is the gatekeeper for this process, with the President making the final decision.

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

Rating

Adequate

Evidence

The College utilizes a competency model to identify the skills, abilities and characteristics which are incorporated into the job description, and by which the applicants are assessed.

The College's full time faculty contract requires faculty to be available for five office hours per week.

Part time faculty are not required to have office hours, so it is unclear if students have access to all faculty.

The College has a campus based professional development program, tuition assistance, and department budgets to help faculty and staff stay relevant in their fields.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Clear

Evidence

Schoolcraft offers a comprehensive array of student support services suited to the needs of its student population.

The College uses internal and external assessments, placement testing, and transcripts from prior institutions to assess and identify underprepared students. Advisors assist students in choosing an educational pathway. The College has an early alert system for identifying current students struggling with content or attendance. Support services are available to assist students.

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

The College uses informal and formal tools including employer surveys, satisfaction surveys, environmental scans, summative reports from grant work, and area demographic data to assess local needs and ensure stakeholder needs are met. The College also uses feedback from advisory board meetings to provide specific programmatic input regarding curriculum, faculty qualifications, equipment, and facilities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Adequate

Evidence

The Student Activities Office aligns co-curricular activities with the US Dept. of Health's 8 Dimensions of Wellness. Future initiatives regarding co-curricular activities to be considered, include: adding objective assessments for learning support programs, expanding the collection of quantitative data to include tutoring, writing support, and Peer Assisted Learning; developing a rubric to measure student learning during Academic Success Coaching sessions and developing objective quantitative assessments for high profile programs like, FastTract and JumpStart.

Schoolcraft employs a strategically planned college-wide curriculum management process that includes a proactive evaluation of the curricular portfolio of offerings which are evaluated for alignment to the mission and goals of the College. Engaging faculty, administrators, and employers in the development process ensures the College is serving community and stakeholder needs. Schoolcraft utilizes external standards to ensure that the metrics used inside the campus align to national benchmarks.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Clear

Evidence

Schoolcraft uses a five year program review cycle.

The College has a process for awarding prior learning and transfer credits through a documented procedure. Transfer credit may be granted for a maximum combined 45 credit hours from: regionally accredited colleges and universities; advanced placement courses; CLEP and DSST exams; credit by exam; articulation credit; special licensure or certification; and work life experience.

The College has a curriculum development process in place for evaluating and ensuring program

rigor. The Program Appraisal Process is used to examine the viability of courses and programs, as well as the determination of revision or termination.

The College supports specialized accreditation requirements for those programs and careers where specialized accreditation leads to appropriate licensure or nationally standardized tests for career requirements. The College has eleven specialized accreditation programs. Program faculty, administrators, and advisory boards are responsible for identifying accreditation and professional certification opportunities.

The College uses multiple methods for determining the preparation required for students through placement testing, established prerequisites and/or co-requisites for coursework. The College relies on various reports to determine outcomes attainment of their graduates. These reports include retention/success data, graduate surveys, advisory board feedback, external certification results, and external benchmarking surveys. Reports indicate that Schoolcraft Occupational Programs have exceeded State determined performance levels in several areas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Clear

Evidence

Program outcomes are developed through an eight-step collaborative approach by faculty and other subject matter experts in the field associated with the program of study, such as advisory board members, local businesses, and professional organizations. As part of a statewide quality initiative, Schoolcraft's liberal arts courses are used to assess students' general education preparation. Competency level curriculum maps are created to ensure alignment with General Education and program outcomes. A common course syllabus is used to denote Core Abilities assigned to each course.

Program reviews follow a defined schedule utilizing the Program Review of Occupational Education (PROE). PROE is a component of the Michigan Community College Occupational Education Evaluation System (MCCOEES). Core Ability learning outcomes are measured on a cycle using a random sampling approach to collect artifacts for course assessments.

For programs without specialized accreditation, the College sees an opportunity to develop improvement strategies, so that additional student outcome data can be produced and made available to faculty. The College intends to develop a data dashboard to deliver results gained from assessment to program leaders, in order to inform improvements of student learning.

Processes and methodologies for assessing student learning follow good practice and involve participation of faculty throughout. Faculty build Exit Learning Outcomes Matrices for each program offered by the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Adequate

Evidence

The College has processes for determining targets for student retention, persistence, and completion. The Strategic Enrollment Management (SEM) Steering Team recommends targets, then those targets are reviewed and approved by the Cabinet and are reflected in annual strategic objectives. The targets are not shared in the narrative other than the persistence target of 72%.

The College utilizes multiple resources for collecting retention, persistence, and completion data from external sources, such as Integrated Post-secondary Education Data System (IPEDS), National Community College Benchmark (NCCBP), State of Michigan Community College Service Unit (CCSU), and National Student Clearinghouse (NSC) for monitoring student persistence (fall-to-winter), retention (fall-to-fall) and success rates (combined transfer-out and graduation rates).

The Retention Committee merged into the SEM Committee and the Guided Pathways Initiative which resulted in new tools for identifying students at-risk and more opportunities for collecting data. Plans are in place to support students who stop out at the beginning of a semester and to do outreach at critical points in time for all students.

The College uses internal and third-party instruments to assess retention, persistence and completion reflective of the College's student population and aligns with the College's Mission, Strategic Plan and Core Abilities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Adequate

Evidence

The Finance and Business Services and Information Technology divisions are responsible for maintaining the physical and technological infrastructure of the institution. The College regularly reviews full-time and part-time faculty levels by benchmarking personnel numbers with similar sized peers and among community colleges nationwide. The College recently completed a major IT upgrade.

Processes for identifying, budgeting for, and maintaining the physical and technological infrastructures appear to be fiscally responsible. The College operates within the guidelines set by the Board and the State of Michigan. The College operates using Board policies for maintaining fiscal infrastructure. The Finance and Business Services division uses a process through a five-year revenue projection to help plan appropriately for fiscal matters. The College engages in the State of Michigan Capital Outlay process for maintaining physical infrastructures and through regularly surveying campus units.

For Schoolcraft faculty positions, minimum competencies are developed by faculty chairs, department

representatives and instructional administrators. The College follows a recruiting and training model for hiring faculty and staff. Faculty and staff are encouraged to pursue professional development. Professional development funds provided through department budgets allow faculty and staff to participate in workshops, seminars and training offered by professional organizations and other qualified training providers. The Faculty Professional Development Committee works with the Center for Academic and Faculty Excellence and Distance Learning department to maximize delivery of offerings for faculty.

The College received a letter of concern from the HLC in 2017 for a CFI score that was in the zone at 0.63, and is pursuing a ballot initiative for the Fall 2018 elections which they believe will have a significant positive impact on the College's financial health. I

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Clear

Evidence

The College has developed several Board policies that address its engagement with internal constituents. The Board holds monthly public meetings, and the President presents a report each month. Board Policy 1050 - Bylaws of the Board of Trustees, provides specifics related to governance.

Part of the Board's monthly meeting agenda is devoted to review of fiscal reports. Academic requests are brought to the Board for approval before implementation.

The College's organizational chart shows reporting relationships, and the agreement between the Board of Trustees and The Faculty Forum of Schoolcraft College outlines specifics regarding the involvement of faculty. The President and Cabinet determine the College's strategic objectives and propose items for approval to the Board. Implementation plans are then developed by appropriate departments.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Adequate

Evidence

Schoolcraft's strategic planning process is grounded in the tenets of continuous quality improvement with the mission, vision, and values. Strategic objectives generally are focused both externally and internally and relate to significant student, customer, market, service or technological opportunities and challenges. Budgets are aligned to the strategic initiatives. The President and Cabinet determine the College's strategic objectives after an examination of various data. After objectives are reviewed and approved by the Board of Trustees, they are then communicated College-wide.

The annual budget planning process provides the platform for managers to request necessary funding toward a strategic objective and the potential impact on the College. That information is then reviewed by the Budget Committee, which prioritizes requests based on that information. Human Resources are secured through collaboration and administrative support.

Schoolcraft has experienced declining enrollment and state support, and is hoping to pass a ballot initiative to restore lost revenue.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Adequate

Evidence

Schoolcraft's Key Performance Indicators were designed to align to the College's mission and balanced scorecard model and have been cross-walked with the HLC Criteria for Accreditation.

These measures allow the College to better measure and maximize effectiveness, understand overall institutional health, and utilize data for informed planning and decision making. The College plans to continue integrating the use of KPIs more extensively throughout the organization, especially for departmental information sharing and planning. The College has launched the Career Coach project and is currently working on Guided Pathways, Curriculum Operations, Strategies Enrollment Management, Campus Awareness Response Education, Campus Safety, the 2018 Ballot Initiative, and the Liberal Arts Transfer Outcome review project.

The College's Research and Analytics Department has begun to outline plans to support the institution in cultivating a culture of evidence and quality improvement by increasing data literacy, providing more targeted/interactive information to appropriate individuals and promoting data informed strategy. The College also discusses communication efforts through information sharing and listening sessions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Reflective Overview	
2	Strategic Challenges Analysis	
3	Accreditation Evidence Screening Summary	
4	Quality of Systems Portfolio	
5	AQIP Category Feedback	
I	Helping Students Learn	
II	Meeting Student and Other Key Stakeholder Needs	
III	Valuing Employees	
IV	Planning and Leading	
V	Knowledge Management and Resource Stewardship	
VI	Quality Overview	
1	Mission	
1.A	Core Component 1.A	Clear
1.B	Core Component 1.B	Clear
1.C	Core Component 1.C	Adequate
1.D	Core Component 1.D	Adequate
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Clear
2.B	Core Component 2.B	Clear
2.C	Core Component 2.C	Clear
2.D	Core Component 2.D	Clear
2.E	Core Component 2.E	Clear
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Clear
3.B	Core Component 3.B	Clear
3.C	Core Component 3.C	Adequate
3.D	Core Component 3.D	Clear
3.E	Core Component 3.E	Adequate
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Clear
4.B	Core Component 4.B	Clear
4.C	Core Component 4.C	Adequate
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Adequate

5.B	Core Component 5.B	Clear
5.C	Core Component 5.C	Adequate
5.D	Core Component 5.D	Adequate

Review Summary

Conclusion

Overall Recommendations

Criteria For Accreditation

Adequate

Sanctions Recommendation

Not Set

Pathways Recommendation

Not Set

No Interim Monitoring Recommended.