Henry Ford College - MI

HLC ID 1327

OPEN PATHWAY: Reaffirmation Review   Visit Date: 4/27/2015

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Context and Nature of Review

Visit Date

4/27/2015
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Henry Ford College has experienced dramatic changes and challenges over the 10-year period since the last reaccreditation. Included among the changes is the recent change in name from Henry Ford Community College. Henry Ford College serves Dearborn, Michigan, home of Ford Motor Company. Not surprisingly, the College is greatly affected by the auto industry. The 2008 recession and collapse of the auto industry resulted in extensive unemployment and the need for retraining. As a result, enrollment at the College increased nearly 50% from 2006 to 2010 going from 12,812 to 18,525. While local unemployment is still much higher than the national levels, it has recovered somewhat and enrollment has decreased to 13,790. The widely fluctuating enrollment placed a stress on programs and services. Since the institution is largely dependent upon tuition as its main revenue source, the wide fluctuation in enrollment was coupled with a wide variation in revenue. In addition to the decline in revenue associated with tuition, the College did not have appropriate processes in place in accounts receivable to manage student debt and it faced a potential deficit in fiscal year 2013-14 of $16million.

In addition to the challenges associated with enrollment and revenue, HFC underwent significant administrative changes during the same period. During the 10 years the College has had 3 presidents with the current president assuming office in 2013 in the midst of the budget crisis. The institution reports that twice the cabinet experienced near 100% turnover and five of the seven current vice presidents have joined the College within the past 3 years.

The current administration with the support of faculty and staff has taken significant steps to address the financial

crisis and to position the College for moving forward. The weaknesses in financial oversight have been addressed and the deficit was largely reversed with the savings from voluntary employee severance, layoffs, employee concessions, process improvements to reduce bad debt, and organizational restructuring. The institution is updating its strategic planning process and making improvements in support services, assessment, and student success. The President has implemented a series of Continuous Process Improvement teams and broadened shared governance to be more inclusive of staff, adjunct faculty and students.

Interactions with Constituencies

Academic Leadership Council (15 members)

Assurance Process Committee (18 members)

Board of Trustees (3 members)

Cabinet (8 members)

CASL Programs, CASL General Education, College Council (27 members)

Criterion 1 & 2 discussion (22 participants)

Criterion 3 & 4 discussion (33 participants)

Criterion 5, Shared Leadership, CPI Teams (31 participants)

Faculty (46 members)

Instructional Technology/Distance Education (31 members)

President

Retention Advisory Committee (16 members)

Staff (34 members)

Strategic and Operational Planning (12 members)

Students (27 members)

Student Support Staff (9 members)

Vice President of Academic Affairs

Vice President of Finance

Additional Documents

- Board of Trustees minutes
- Committee for Assessment of Student Learning (CASL) annual report
- Curriculum management handbook

- Degree program reviews
- Faculty Credential Files (full-time and adjunct)
- Student and Employee complaint files
- Website and embedded documents, including 2014-2015 catalog (online)

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

The mission of Henry Ford College reflects the culture of a student centered institution. Since the revision of the statement in 2013, the institution has embraced the message of "transforming lives and building better futures." The college has worked diligently over the last two years to build teams throughout the college for broad-based initiatives in support of the mission. The mission is readily seen throughout the campus and is acknowledged by faculty, staff and students as being indicative of the culture of the college. The Board of Trustees of Henry Ford College adopted the new mission statement in March of 2014 and have included it in the Board materials at every meeting since.

Henry Ford Community College has a multicultural campus as can be seen in an enrollment profile of about one-third white /non-Hispanic students, one-third African American students and one-third Arabic students. The college has developed clubs, organizations and an Arabic Language and Culture class as demonstration of its commitment to its goal for students to succeed in a global society by fostering diversity, tolerance, understanding and acceptance.

The College allocates resources to its primary function of educating students. The college has worked diligently over the last two years to move from a $16 million deficit budget to $9 million surplus budget as of March 2015. While the administration understands the need to budget and build cash reserves for the health of the institution, the college continues to budget monies where it can for strategic initiatives called for in the strategic plan. Expansion and revitalization of the Learning Resource Lab, the Technology Improvement Fund, the English Language Institute expansion and the funding of over $400,000 annually in professional development are just a few of the examples shared by faculty and staff.

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

Met

Evidence

The public communication of HFC's mission is evident. HFC's website outlines not only its mission and identity but also explains its vision, purpose, organization, and values. Other media, signs, promotional literature, boards, the HFC Facebook page, the Student Handbook, as well as the strategic plan explain the extent of the institution's emphasis on the various aspects of its mission.

The collaborative nature of the College's work in refreshing the mission of the college in 2014 is an example of the desire throughout the campus to work within a student-centered framework. The mission acknowledges the rapidly changing world and the need to empower learners within an environment that fosters the values central to a mission that derives institutional coherence. This mission was developed and is supported by the planning of programs and services appropriate for the community college level. In many of the documents and discussions with faculty, staff and students, movement of the college to offer baccalaureate degrees was discussed. As Henry Ford College continues to work to offer baccalaureate degrees it will need to adjust its mission to accommodate the change and also modify support services in addition to academic programs.

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

Met

Evidence

Henry Ford College embraces the diversity of a multicultural student body by developing an environment that helps students negotiate cultural and racial differences. The college has worked to revise the General Education Outcomes to better reflect a multicultural campus by replacing the American Society Outcome with a new General Educational Outcome entitled Civil Society and Culture. HFC also did a campus wide study of the values of its stakeholders and identified Passion, Integrity, Ingenuity and Respect as the most widely held values. These values draw help to support the mission of the college and can be seen campus wide.

Diversity of the student body on the campus of HFC is easily evident and actively discussed as a core strength of the college. The Enrollment profiles from 2006-2013 show a diverse college representative of a diverse region. The Board of Trustees for Henry Ford College is also a diverse, cultural group and recognizes the value in their representation of the student body. Faculty, Staff and students recognize the diversity of the student body is not reflected in the employees of the college. In 2005 the Higher Learning Commission expressed concern over the lack of planned diversity by the Human Resources Department. There was no evidence such a plan has been implemented or exists. It is again recommended a plan be developed and implemented to help the staffing of the college more accurately reflect it's student body.

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

Met

Evidence

Henry Ford College engages its external communities in ways which demonstrate a commitment to serving the public good. Meetings with faculty and a review of the faculty contract gave light to a requirement by each faculty member to contribute 20 hours of community service each year. The list of clubs and organizations throughout the college district's area being serviced by the employees of the college is commendable. The college is also a hub of activity for community events through its theatre, planetarium and athletic programs to name just a few. The allocation of space in the new Welcome Center to baccalaureate granting institutions that serve as choices for students transferring from HFC will continue to serve the students and the general public for many years. The small step of connecting the sidewalks between HFC and the University of Michigan-Dearborn will serve the community as well. Students reinforced that there are many opportunities to engage external communities, specifically through clubs on campus which conduct volunteer projects in the community. Actions and decisions reflect that the College understands that in its mission and educational role the institution serves the public.

Henry Ford College works closely with its communities of interest to enhance communication and better inform the public of the needs of the campus. With the enrollment growth at the institution the need for parking and a welcome center became needs for the entire campus community and were challenges received from stakeholders that were immediately solved. HFC has had a number of meetings with government leaders, community leaders, business and industry leaders and associations. As a result of these meetings, as well as work done on completing the strategic plan, a new facility master plan is being developed. This initiative demonstrates the institution's ability to respond to its internal and external community's needs.

It is evident that the College has a strong connection with the Dearborn Community. However, this connection also translates into cooperative relationships and communication with the surrounding communities. The institution responds to these groups through campus services, use of facilities, and expertise of the campus community. HFC alumni have access to events, news, and campus updates through the alumni section on the institutions website. The institution engages with its identified

external constituencies and maintains purposeful communication.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

The mission of Henry Ford College which has been refreshed in each new strategic planning cycle was most recently refreshed in 2014 to include the phrase, "transforming lives and building better futures." This phrase is evident in the day-to-day operations of HFC. Institutional stakeholders believe in the mission and foster a student centered culture. Examples of this are easily seen across campus and serve as a daily reminder to faculty, staff and students of the emphasis the institution places on a mission centric culture. The recognized need for greater diversity in its employees aligns with the mission and needs greater focus. Building of the college's economic reserves should continue to take precedence in the strategic plan while not suppressing the student centered focus on campus. The College is demonstrating a commitment to the public good by identifying goals related to external constituencies in its planning documents. Although the institution is deliberately expanding and reaching a broader constituent base, the mission is clear, articulated publicly, and guides the institution in its operations.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

The Team reviewed audits from the past two years for the Dearborn Public School District and discussed the financial status of the College with the Board of Trustees and College administrators. Since HFC is part of the Dearborn Public School District, the College's audit is included within the audit of the School District. However, the College audit is contained within special sections which delineate it from the P-12 portion of the budget and the audits indicate that the College is in a sound financial position and follows standard accounting practices.   As recent as 2013, the College faced a projected budget deficit of over$16 million. The College's Assurance Argument, College administrators and Board members indicate that the College's practices regarding registration, billing and student bad debt were significant factors contributing to the deficit. These practices have been revised and student bad debt has been reduced by $8.5 million. Savings from voluntary employee severance, layoffs, employee concessions, and organizational restructuring have allowed the College to begin restoring reserves to an appropriate level. The financial crisis demonstrated the need for more thorough checks and balances. The College's response to adverse financial conditions demonstrates that HFC operates with financial integrity but the administration and Board will have to continue to be vigilant as many stressors continue to threaten economic stability.

HFC has appropriate policies and practices to insure integrity in academic programs including information about academic programs on the web site, student conduct and academic integrity policies, oversight of academic programs, due process policies, ethics policies for faculty, and fair use policy for computer use.

The College web site has numerous policies demonstrating fair and ethical personnel practices including equal opportunity, sexual harassment, family medical leave, staff ethics, and privacy. In addition, the collective bargaining agreements guide many personnel actions.

The Team found that the institution has a wide array of policies and regulations that guide its operations including the Community College Act of 1966, Board Bylaws, the College Constitution, collective bargaining agreements, and numerous policies which have been enacted by the Board of Trustees. Although Board Bylaws establish policies and processes for fair and ethical behavior on the part of its governing board, the bylaws appear not to have been updated nor have any thorough review since 1992. Further, it is not clear whether or not these policies are consistently followed, what actions would be taken in the event they are not, and whether any of the policies no longer apply. The bylaws include Conflict of Interest policies. However, how the College ensures Board policies are consistently communicated and whether new Board member orientation includes a complete review of the Board's Bylaws is unclear.

The College has acknowledged that policies are difficult to find and are not reviewed on a consistent, regular basis. As a result, a continuous improvement team recommended a process for organizing College-wide policies, setting dates for reviews of all policies, and working toward improved communication of any changes to policies. The CIP Team acknowledged in its report that Board policies were not in an electronic format and therefore were inaccessible and outdated. Subsequent to the CIP Team report, policies have been placed on the web but the fact that institutional constituent groups did not indicate this to the visiting Team indicates that this information was not widely disseminated at the time of the visit.

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

Met

Evidence

The College's website presents detailed information to its students and the public. Individual programs list degree type, program descriptions, learning outcomes, and required general education and core required courses, transfer options/requirements, and potential career paths. The website did not, however, present information about faculty and staff, although faculty and their educational backgrounds are listed in the online catalog. The College's website also includes a "Transparency Reporting" webpage that includes employee bargaining group contracts and financial information. The College also adheres to State reporting mandates. Ample evidence revealed the institution presents itself clearly and completely to its students and to the public.

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

Met

Evidence

Henry Ford College follows the State's Community College Act of 1966 (CCA), which sets requirements for the governance and control of community colleges. Each district is governed by a seven member board of trustees who are elected. HFC's Board is the one remaining board in the state which has authority over both the P-12 system and the community college. While this could create some conflict of interest, no such conflicts appeared in the evidence or in discussions with the staff or trustees. Discussions with the Board demonstrated that the Board has been deliberatively reflective of serving two populations of different priorities.

Board members discussed board development only in terms of P-12 Board workshops and conferences, and some staff talked about some trustees' primary interest being the school system. Board development and orientation are key to ensuring there is no undue influence on the part of other officials or stakeholders when such influence would not be in the best interest of the College. Given the many dual credit programs between HFC and the school district, it is especially important that the Board ensures transparency in any financial transactions or costs to either educational institution, even when state policy determines many or most of those details. There is potential for Board members to be perceived as making decisions in the best interest of the school district to the detriment of the College, or simply placing a higher priority with the school district. As long as the Board for the district and College remains one, all stakeholders would be well-served by clear policies and procedures that speak to the Board members' independence as HFC trustees.

Board minutes are not provided on the HFC website but a review of Board minutes provided to the

Team suggests that the trustees' deliberations reflect priorities to preserve and enhance the institution. After the financial crisis, the Board members reported they are much more diligent in keeping a watchful eye to preserve the institution, and board members indicated their interest in changing the college name (from Henry Ford Community College to Henry Ford College) was to enhance the institution's reputation. The Board should consider putting the minutes on the website after they are approved to promote transparency.

For the most part, the evidence shows that HFC's board delegates the day-to-day management of the institution to the administration and allows the faculty to oversee academic matters. The "Administration Policy" details the delegation of responsibilities to the President and, through him, the administration. The College Constitution and faculty collective bargaining agreement ensure that faculty oversee academic matters. Specifically, Articles of the Constitution speak to the faculty's role in making recommendations to the President and the Board about educational policies such as those related to instruction, facilities, and support for research of faculty members and students. Some Board minutes, however, suggest individual trustees weigh in significantly on academic matters. In the October 2014 board meeting minutes, one trustee discussed giving a directive to show the board was serious about increasing online programs in order to increase access and revenue, and faculty reported a concern about the push for increased online offerings. In November of 2014, in response to the proposal to add a Bachelors degree in the Culinary program, one trustee said she had been lobbying for years to have that degree added. Still, the College President is able to operate with autonomy in guiding the institution in day-to-day matters, and the governance structure ensures faculty the primary role in 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

Met

Evidence

HFC has a number of documents in place which reveal its commitment to freedom of expression and the pursuit of truth in teaching and learning. Both the full-time and adjunct faculty contracts include extensive language regarding academic freedom. The due process procedures for full-time and adjunct faculty offer protection from retribution for expressing dissenting views. In addition, freedom of expression for administrators, faculty, and staff is promoted through the shared governance structure. While adjunct faculty appear to have had a limited role in governance in the past, a number of adjunct faculty reported the significant improvement over the last two years since the new governance structure and improvement teams have encouraged part-time faculty participation.   The College Constitution encourages open discussion as a critical component of shared governance. Board by-laws encourage freedom of expression by the public and Board agendas include a time for public comments. The student conduct policy includes information on freedom of expression for students. Through its policies and actions, HFC demonstrates a commitment to freedom of expression.

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

Met

Evidence

HFC provides comprehensive support and resources related to the responsible acquisition, discovery and application of knowledge by its faculty, students, and staff. The *College Constitution* and the faculty contracts include relevant policies and the College also has a published Student Conduct Policy and Policy on Academic Integrity. The "Staff Ethics" policy and "Privacy Practices" policy require faculty and staff to maintain appropriate levels of confidentiality. The Computer Systems Acceptable Use Policy requires that faculty, staff, and students are adequately trained; training is provided through a number of internal offices and through professional development. HFC has also developed Computer Systems and Software Policies and Procedures. Thus, along with the policies, the College ensures widespread training or communication of policies and procedures, including steps taken in the event of violations.

HFC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. The IRB is relatively new and the process is still in development, but its creation reflects the College's commitment to ensuring proper research practices. The College needs to evaluate the effectiveness of the processes and be prepared to strengthen them if there are more research opportunities. The "Source Documentation Expectations and Guidelines" posted on the library's website and the research and documentation webpage on the Learning Lab site provide students with the necessary information to support proper research practices. Especially impressive is the College's thorough training of peer tutors to ensure an individual student's work remains her own.

HFC offers students guidance in the ethical use of information resources through the College library's online information and library staff visits. The first year writing courses emphasize the responsible use of research and documentation in order to prevent plagiarism. Copyright regulations are communicated to faculty, staff and students on a routine basis and through many methods including copyright guidelines being posted near photocopying machines and the Learning Lab's "English Tutoring Academic Honesty Agreement," which students must sign before receiving tutoring.

The College communicates policies on academic honesty and integrity through the *Student Handbook* and all faculty must include the College's "Academic Integrity Policy" in their course syllabi. The

Student Complaint Policy and Due Process Policy and Procedures are used to investigate infractions of academic policies. The College recently hired a Student Conduct and Compliance Administrator who tracks infractions and shares that information with the Registrar who records reported cases of academic dishonesty. New procedures for tracking and reporting were implemented in 2009. A review of the student complaint files provides evidence that the College enforces the academic honesty policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Although HFC's Board bylaws need significant review and updating, the existing bylaws include conflict of interest policies, a description of the President's responsibilities to the Board, and other key policies and principles. After the financial crisis in 2013 which was due, in part, to a lack of oversight in student bad debt, the College, and more specifically the Board, recognized the need for increased financial oversight. Checks and balances include an additional finance administrator, finance-related committees of the Board, and annual, external audits.

While a number of College documents recognize the Board's authority and delineate administrators', faculty's, and staff responsibilities, the newly enhanced shared governance structure encourages campus-wide involvement in planning and major initiatives. In addition, numerous College documents including the charters for some of the governance councils, the bargaining unit contracts, and various College and student policies detail expectations for ethical and responsible conduct. Board minutes and reports from faculty and staff reveal a College culture that allows and encourages open debate.

Through its policies and practices, HFC demonstrates its commitment to freedom of expression in teaching and learning and it ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. The College offers students guidance in the ethical use of information resources through the College library's online information and library staff visits.

HFC's website provides ample information to external stakeholders and students about academic programs, student support services, the institution's standing with accrediting bodies, and other key information. The "transparency" webpage announces the College's commitment to share information openly and to demonstrate the institution acts with integrity.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

Henry Ford College offers courses that are current and appropriate for the degree or certificate awarded. Twelve programs have specialized accreditation, according to the online 2014-2015 catalog. Recent participation in the Degree Qualifications Profile process resulted in program and course learning goals and alignment of the courses within the program (which resulted in some course changes). A process for college-wide evaluation of programs has recently been initiated. The institution has initiated official program reviews, which requires programs to also look at the current and projected employment market for graduates of their programs. While less than a dozen have completed the evaluation process thus far, the plan calls for all programs to be reviewed on a five-year cycle. Results from program review have driven changes, including revision of program benchmark standards in nursing and a change of a textbook in biological science, according to faculty conversations. A challenge to the review process is the concern over data integrity, due to the data system currently being used. For example, in one year's data within the completed program reviews a large percentage increase of "no-show" students is seen. These students are considered a part of the starting cohort, yet never attended class. In other situations, pulling student data results in incomplete or differently-segregated student results, depending upon the year in which the data were input into the system. The institution is shifting to a new data software program which should help with this issue.

The online 2014-2015 catalog reveals both program descriptions and learning goals for content programs leading toward an associate degree. Early in the catalog the distinguishing characteristics that define certificates at level 1, level 2, and level 3 are given. Within the program descriptions, however, the certificates are not designated as a level 1, level 2, or level 3 certificate. The certificates

do have a general description addressing the target audience, but do not articulate learning goals for the students. On-campus communication with faculty and administrators verify that the identification of certificate skill levels is planned for the 2015-2016 academic year. The articulation of student learning outcomes within these certificates should be a priority as well.

Course masters are available to ensure that all sections of a course have the same learning outcomes, prerequisite knowledge, prescribed student workload minimums and maximums, modes of practice, and the mechanisms of assessing student learning. Courses are evaluated for transferability and for acceptance into the General Education program based upon course standards, not on characteristics of an individual section. Department faculty in some units have developed cross-section review of student learning, using common rubrics for grading final projects, common examinations, etc. The Team is unsure if this is widespread across all programs and all sections, although Business Writing was highlighted in faculty discussions. Faculty did speak to the importance of ensuring that student learning is equivalent across all sections and all offering modalities. A Faculty Senate-led review of student evaluations reveal no significant difference for all but one question in comparing online with face-to-face sections. The institutional intent is that student learning is equivalent across all sections, all instructors, and through all offering modalities. Some evidence indicates that this goal is met, but the evidence was not found to indicate that this consistency occurs across all departmental offerings.

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

Met

Evidence

HFC offers courses and programs that are aligned with its mission and the needs of the region. The general education program for the associate degrees includes core concepts needed by members of an information society. The recent revision of the General Studies program added a more deliberate focus on diversity and global interconnectedness. The general education learning outcomes are reviewed at least every five years. A review of the General Education Assessment Procedures shows a significant shift from the learning outcomes being articulated for each course within the general education program in 2013-2014 to the articulation of learning outcomes through a common rubric developed for each of the five coherent themes of general education in 2014-2015. The expectations of student learning within each of the five core requirements is appropriate for associate-degree and certificate programs. The actual assessment data was piloted in 2014-2015, and thus not available for review when the campus visit occurred during the spring term.

The core criteria of the general education program are well defined and articulated for many of the Associate Degrees offered by Henry Ford College, as revealed in the 2014-2015 online college catalog and assurance argument supporting documents. Certificate programs within each discipline list the specific general education requirements. Thus, students are clearly informed of the courses that will meet the general education requirements. If they read the front part of the catalog they may see learning outcomes for the individual components of the general education program (page 7 of the 2014-2015 online catalog). The overall learning objective and value of the general education program

are not well articulated within the document nor are the inclusion of these required courses within a prescribed curriculum understood by students as revealed in informal conversations. The institution does not present evidence to indicate how the general education program is an integrated and coherent program of study that complements and supplements the program major or the certificate curriculum.

The lack of articulated integration of the general studies program with the content program may be an issue when the general studies program is utilized as evidence for the engagement of students in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments. Students are not aware of how the general education program aligns with the expected knowledge, skills, and abilities of a credentialed or an associate-degreed individual, as revealed in informal conversations. The Team encourages Henry Ford College to formally articulate an overarching set of program outcomes for the essential studies program, and to carefully and clearly articulate the complementarity of general education with the core content learning. Further, if the core content areas reinforced and assessed mastery of the general studies learning objectives, students may have a better integration of these knowledge sets and skills as they enter the workforce.

Specific courses within the general studies program (American Society, Events, institutions and Cultures and other courses in Civil Society and Culture - US and Global) engage students in recognition and understanding of human diversity in a global view. Service Learning projects, especially in the Honors Program, facilitate student engagement in the diverse regional culture. One example of the colleges interaction with the community in diversity is their response to the Dearborn Fire Marshal's request for translations of Fire Department safety bulletins into Arabic, and graphical representations for residents who have language barriers or who cannot read. Students discussed the multiple events that are available, the many student interest clubs, etc., although they indicated that a more effective and proactive communication of the events would help ensure awareness and better participation.

Faculty scholarship at HFC is wide-ranging and appropriate for the institutional mission. A review of the assurance evidence documents shows that over the last five years approximately 11.5 faculty per year request tuition support to pursue advanced degrees. Nine faculty are highlighted as serving in regional or national organization leadership positions. Local and regional presentations include addressing issues such as economic challenges and responses and academic topics. Review of recent sabbatical topics reveal a broad spectrum, from finishing dissertations to writing published books to visiting major religious sites to enhance teaching of World Religion to enhancing knowledge in core content topics to specifically strengthen the disciplinary teaching. An average of slightly over three sabbaticals per year have been awarded over the past five years. Of significant note is the faculty-sponsored student research. Once again, the research is broad and inclusive of several areas across campus (architecture and interior design, creative writing and visual arts, student newspaper, ice-carving, musical performances, and honor directed studies ranging from hip-hop dance to pre-student teacher turnover analysis to photolithography to autoimmune disease). Internships and cooperative work/learning experiences with regional and local business and industry further align the scholarly/creative learning with the community focus of Henry Ford College.

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

Met

Evidence

Significant financial difficulties led to the offering of early retirement bonuses for faculty. The total number of faculty dropped 16% (from 196 to162) between FY2011 and FY2013. Fall 2012 faculty assignments data reveals that only 33.4% of the courses taught by HFC were taught by full-time faculty. Adjuncts taught 64.8% of the course sections, while full-time temporary faculty taught 1.8% of the courses. Fall 2014 saw some improvement, with full-time faulty teaching 36.8% of the total number of course sections offered. Full-time temporary faculty taught 2.3%, while adjuncts taught 60.8% of the courses offered. Employing sufficient full time faculty to direct the curriculum and ensure currency and applicability for graduates is a significant concern of the administration. The 2015 budget committed to hiring seven new faculty positions which would increase full-time faculty to 191. Faculty vacancies are evaluated for deployment based upon section and student productivity and employment demands across the disciplines and reassigned as appropriate. A full complement of highly qualified adjunct faculty are available, and many of these faculty have advanced degrees and/or a long-time association with Henry Ford College as revealed through personnel file review. Adjunct faculty have recently been included in College-wide committees and in select departmental conversations. Adjunct faculty are required to collect assessment data and forward that data for departmental review.

An arbitrary selection of forty faculty personnel files were evaluated for faculty qualifications. The reviewed files included both full time and adjunct faculty, with both newer faculty and long-term faculty selected for analysis. Twenty different teaching specialties were represented in the review,

including student success, general education, fine and creative arts, mathematics and sciences, social and political sciences, education, and technical fields. All faculty either (1) had or exceeded the minimum faculty credentials, as articulated in the evidence files, or (2) were making substantial and timely progression toward completion of the master's degree in the field of instruction (found in one file). The visiting Team does remind Henry Ford College to document the credentials of those instructors who teach dual credit who are not paid employees of the institution, to provide evidence that these instructors have credentials equivalent to the credentials required for the employed college faculty.

The full-time faculty contract states that managerial evaluations will occur up through the awarding of tenure. This established institutional policy is followed according to College procedures, which include the Associate Dean review of classroom instruction three times a year for the first four years of employment. Student evaluations are not included in this process, instead being used by the faculty for self-improvement. Thus, formal student ratings of faculty play no role in the administrative evaluation of that faculty's performance. The part-time faculty contract allows much more flexibility for managerial evaluation using student evaluations, although the process has not been formalized.

Henry Ford College provides substantial opportunity and support for professional development, as documented within the adjunct faculty contract and the full-time faculty contract and supported by conversations with the administration, staff, and faculty. Travel to conferences, support of memberships and resource allocation, and on-campus professional development opportunities are supported and encouraged. Employees conveyed that access, support, and encouragement for professional development was adequate and available. The Center for Teaching Excellence provides pedagogical training for faculty, and Instructional Technology provided substantial assistance in transferring to and use of Moodlerooms to support online instruction. The Center for Teaching Excellence and Innovation also provides substantial on-site training. Conversations with faculty and with staff revealed satisfaction with the opportunities and the support for professional development.

Faculty are contractually obligated to be available to students. Adjunct faculty typically fulfill this through online (email) communications, while full time faculty are contracted to have 10 office hours per week available for student meetings and consultation. Students expressed no concerns regarding faculty availability.

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

Met

Evidence

Henry Ford College's mission is centered around student success. The College has implemented several initiatives which have resulted in positive results in persistence, completion, and success, as shown in the evidence documents. A Welcome Center with localized staff to support student enrollment, career choice, financial aid, and both personal and academic counseling is relatively new. One of the first presidential-facilitated continuous improvement process teams took on the student concerns with the Welcome Center, resulting in more structured support, cross-training of personnel to reduce wait time, and streamlined application/enrollment processes. Inside Track is a peer mentoring initiative designed for first year students. A peer is matched with the incoming student who helps the student navigate the first year processes including enrollment and registration. The CHAMPS program provides student athletes with weekly seminars in life success skills, including time management, note taking and testing strategies, community service, career opportunities, etc. Assisted Learning Services is available for students who qualify, and is closely affiliated with the academic and personal counseling services. The English Language Institute facilitates learning to support students taking the TOEFL language skills test. Tutoring is available to students as well, especially in courses that have been historically challenging to their peers (accounting, English, mathematics, science, etc.).

In providing student support services, HFC recognizes the academic diversity of its students, offering both a developmental academic program as well as an Honors program. The program faculty within English and Mathematics have been proactive in evaluating national trends to improve developmental education success. Developmental mathematics has developed several options for students: (1) a co-requisite course to accompany the college mathematics course within general studies, taught by the same teacher so the student has additional faculty mentoring to learn the skills needed for success, (2) a module-based program where students can work at their own pace through 12 modules to prepare

for the general education mathematics course, and (3) a "Best Fit" process where students are counseled three weeks into a college-level course if they are deemed to be at risk of failure due to lack of preparatory skills. The use of three different processes provides the ability to work with transitional students from where they are, building upon their strengths. English faculty implemented an accelerated learning, co-requisite enrollment in basic writing and introduction to college writing, improving the success rate of these students from 54% for the general, similar population to 77% for those who participated in the co-requisite coursework. Meanwhile, the Honors Program has students taking honor-level courses in English, humanities, foreign language, and mathematics, and working directly with a faculty member in their second year in completing a research project or directed study.

The Office of Career Services helps students with career selection, job applications, and co-operative educational experiences. The use of this office has increased dramatically – from 87 students served in 2008-09 to 708 in 2012-13. Students report that faculty are also accessible to help with discipline-specific advising regarding career and course selection. Programs such as nursing are proactive in advising and mentoring students in their career field and in program success.

The visiting Team was especially impressed with the learning objectives identified by units within Student Affairs. Individuals within this division recognized that each student interaction has the possibility of becoming a learning experience. The articulated learning objectives are impressive, and conversation with staff reveal that they embrace their roles in facilitating student learning.

Facilities at HFC support student learning. A newly remodeled and expanded Science Building provides flexible-layout classrooms that would support a variety of engaged learning experiences, while the laboratories have preparation space outside of the learning lab, and appropriately-designed learning labs for student inquiry-based learning. The Liberal Arts building was also partially renovated. The Library has extensive resources including an extensive print collection and it is a partner in the Michigan statewide library system. Throughout all buildings, students are provided with gathering spaces to facilitate out-of-class learning and networking. Wireless access is available throughout the buildings, and computer labs are provided. Classrooms are provided with blackboards/chalkboards, computer and a projection system, to support digital-, video-, and audio-supplemented instruction. Some ADA concerns were expressed regarding whether bathrooms and building doors supported access by individuals with limited mobility and deterioration of some of the concrete on sidewalks. The Facilities Project Plan details a process to deal with the sidewalks while the Capital Outlay Plan identifies other buildings that would benefit from remodeling.

The general education program embeds effective and ethical use of research, especially in the writing courses. Librarians work with content units to teach research strategies and resource evaluation principles. Ethical practices are emphasized in the student handbook, college catalog, faculty union agreements, etc. Course master syllabi contain standard language articulating the expectation for ethical behavior. While HFC has filed for recognition of an Institutional Review Board, the team could not find a description of the policies and procedures for students and faculty engaged in human participant or animal subject research. These policies will need to be developed in accord with national standards, and procedures will need to be developed and articulated for review of research involving human or animal participants. Sharing these policies and guidelines with the campus will be critical, and providing a space on the website for complaints or concerns will need to be completed.

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

Met

Evidence

HFC offers 45 student interest clubs including wrestling and soccer, 5 athletic teams (2 men, 2 women, and 1 co-ed) with 65 student athletes, various mechanisms to support student success (CHAMPS, Inside Track, Learning Lab, Professional and Academic Counselors, etc.) and a 'one-stop-shop' for application, admission, enrollment and financial aid. Students were positive about the opportunity to become engaged on campus. Their only suggestion for improvement would be to expand the awareness campaign so they would know what was scheduled.

HFC proclaims that it is "future driven," focusing on the success of its students as a measure of the success of the institution. Staff state that the campus is highly focused on students. The faculty reveal their pride in student success. The students felt supported in their academic and co-curricular experiences. Over 70% of the enrollment of HFC is from out-of-district, which means that these students are electing to attend an institution for which they pay out-of-district or out-of-state differential tuition (172% and 177% of in-district, respectively). This reveals that HFC is an institution of choice, drawing students from beyond its small geographic boundaries to form a diverse and vibrant student population. HFC offers technical certificates at three levels, many of which can be stacked to lead toward technical associate-level degrees and associate-level transfer degrees. Programs range from culinary arts to automotive to health sciences to transfer programs. Several of these programs require or encourage clinical training, cooperative learning experiences, or practical application of knowledge in real-world or simulated environments. Henry Ford College is attuned to the educational needs of its region, and provides academic opportunities for students to reach their career goals.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Henry Ford College has a strong focus on students and is committed to preparing students for their future.   Conversations with faculty, staff, administrators, and students reveal that this core value forms a significant cultural thread underlying what HFC is and how it operates. In the last two years substantial efforts have been made to articulate program learning goals, align course learning with program outcomes, and facilitate student success. Although areas for improvement still exist and some of these areas are identified within this document, the people of HFC are actively engaged in improving program quality, developing methods for collecting valid data on which to make sound decisions, and identifying mechanisms to improve student success. The team encourages continued focus in improving the certificate and associate degree programs through analysis and review of student learning objectives. Tracking of graduates/transfer students and the success of those individuals, additional input from regional business and industry on specific competencies and skills, clean and valid data for projecting student success within the program, and articulating general studies program outcomes and integrating those general education outcomes within the programs (perhaps using the 'introduce-reinforce-master model') will all strengthen the college's effectiveness and success in teaching and learning.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

The College has acknowledged that a new program review process was developed, in part, as a result of gaps identified in some areas outside of the career and technical programs. Program review for non-occupational programs was not developed until Fall 2013 and was fully implemented in Spring 2014. It appears that program review has been driven in large part by external mandates such as state reporting for Perkins funding and specialized accreditation. HFC faculty and staff report that the newly developed, comprehensive *Program Review Handbook* will be used in all areas and will replace for some programs the previous state Perkins reports, which did not provide meaningful data for program improvement. So, while HFC has not maintained a consistent and effective practice of regular program reviews, processes and plans are now in place to support meaningful review of all

programs on a regular five year review cycle.

The College plans to integrate student learning assessment data into the regular process of program review as evidenced by a draft document dated November 2014 which offers "Program Level Assessment Guidelines" and definitions (e.g. program outcomes and program objectives). Program reviews will now include a summary of assessment projects and their impact on student learning. Finally, the Vice President of Academic Affairs reported that program review will now include peer review, with more cross-disciplinary faculty involvement and review.

The College website provides information on credit for advanced standing and awarding credit for prior learning. HFC uses the American Council on Education recommendations to evaluate occupational and military training. In addition, the College has systems in place to assure consistent procedures are followed. While discipline/program faculty are responsible for evaluating credit, they must first identify eligible courses in writing and develop a written procedure for evaluating student learning for the course. In addition, the procedures established must ensure the prior learning addresses the course objectives as identified on the standard course master syllabus. HFC also assists students in developing a portfolio when that method is used to evaluate prior learning. Thus, the evidence indicates a thorough process is in place for evaluation of any credit that is transcripted.

Transfer policies are explained on the college website, and students may transfer in a maximum of 40 semester credit hours. Requirements such as transfer credit being accepted only for college level courses from a regionally accredited college or university help to assure quality. The Michigan Transfer Agreement also provides consistent quality assurance, and students reported that transfer within the state--both in and out of HFC--has been facilitated by this statewide agreement.

The College considers the prerequisites for courses, and maintains the rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. Evidence provided included an extensive *Curriculum Management Handbook* which references an Activities Classification Structure (ACS) Code, part of required reporting for the state of Michigan when courses are being proposed or changed as well as policies related to the credit hour, co and pre-requisites, curriculum development, and course masters. HFC 's dual credit options—the Collegiate Academy and Early College--involve dual enrollment students who are taught almost exclusively by HFC instructors who use the College course masters. In addition, dual credit students must take the same placement tests and satisfy the same course prerequisites. Documents reveal and the faculty assert that HFC applies identical program and course learning goals and assessments regardless of location or delivery method.

The College provided a list of programs with specialized accreditation, the most recent review, and the current status. All programs have received continued accreditation and none appear to be under close scrutiny. Letters from accrediting bodies indicated HFC has maintained accreditation as appropriate to specific programs such as in health sciences and in the Culinary program.

 Although the College has indicated that it measures the success of its students and graduates, it has also indicated that gathering concrete and complete information about the success of its graduates is a challenge. Surveys are administered to all graduates, but as the College acknowledges, the response rate is low. In addition, it is not clear how the results are used to improve programs or graduate placement, nor is it clear whether the results are analyzed and shared with internal stakeholders such as faculty. Finally, while the Nursing graduate surveys provide the "N," the other surveys do not reveal how many contacts were attempted against those actually made and what additional efforts (such as follow up calls or emails) are attempted. Limited information was provided about employer satisfaction with graduates. For graduates who transfer, the College uses the National Clearinghouse

to track students' transitions and the Michigan transfer agreements have helped HFC evaluate the success of transfer students. More recently, the College has participated in the Michigan Statewide Longitudinal Data System that tracks students from pre-school through a four-year college degree (P-20). Because these tracking mechanisms are relatively new, a thorough assessment of graduates' success is lacking.

Assessment of student learning at the course level--particularly summative assessment--has been well established in some subject areas such as Political Science, Biology, Business, English, and Math. In addition, evidence revealed changes made to curriculum to enhance student learning based on the Degree Qualifications Profile project. It is evident that HFC faculty and staff have consistently reviewed the prerequisites for courses, and recent efforts involve faculty across the college in examining the rigor of courses, the laddering of curriculum, and the expectations for student learning.

HFC has acknowledged that its Program Review process needed significant revision and the new process should produce more usable data and thorough analysis. The state-required Perkins reporting that has been conducted has been largely a matter of compliance and it does not appear that program review has informed program elimination or expansion. Recently, HFC submitted a change request seeking approval to offer a Bachelor's degree in Culinary Science. While the faculty and dean reported this was a direct result of industry need and an analysis of the labor market, the information and data provided in documents do not provide a convincing case. In addition, in a September 2014 Board Report on the Hospitality Studies department that includes two AAS programs (one in Culinary Arts and one in Hotel / Restaurant Management), no mention was made of an industry or student need for a Bachelors. Furthermore, two months later, the November 2014 Board Report proposing the Bachelors in Culinary Science provided scant rationale for adding the Bachelors and stated that fifteen current courses would be "re-numbered and re-named." In this case, therefore, it does not seem that the institution has used comprehensive program review for planning purposes, nor has it assured that the proposed degree is tied to employment rates and the success of its graduates. Finally, evidence was not provided to show the planned program expansion was based on development of higher level curriculum appropriate to the Bachelor's degree level.

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

Met

Evidence

The College recently revised its general education goals (which will go into effect in Fall 2015), and adopted a policy that the General Education outcomes should be reviewed and revised every five years. Still, it appears general education assessment has taken place solely in identified general education courses and thus is based only in course-level assessment of those courses. The College provided evidence of an effective process for assessing student learning at the course level, and reports show faculty using assessment results to improve curriculum and instruction in some areas, but it is not clear the extent to which the College embeds and assesses students' achievement of general education outcomes in program courses. Assessment of student learning at the institutional level was not as well documented or understood by faculty and staff.

The 100-page annual report (2013-2014) of the Committee for the Assessment of Student Learning (CASL) describes the current membership of the two committees– the CASL: General Education and the CASL: Programs. The document details the committee charges and explains the recent re-focus on developing comprehensive strategies for General Education assessment. Teams of faculty developed rubrics which were completed in June 2014, but it appears that these were used to help identify a larger list of courses that can be used for assessing general education.
Thus general education assessment still appears to be based solely in the distributed general education course model, without clear integration of general education outcomes in occupational programs. In addition, not all of the rubrics for general education are measurable.

While the College has been working to strengthen its processes for assessing student achievement of the learning outcomes for curricular programs, little evidence showed the integration of the curricular and co-curricular programming to develop students' achievement of the general education outcomes. The College did provide evidence, however, that the Student Affairs division has created a consistent method for assessment. Each area within Student Affairs has developed a mission statement and learning goals, and these are tied to an assessment plan which identifies outcomes (learning, engagement, or retention), activities or assignments, skill level (introduced or reinforced), and

measurement and training. Results were provided for Career Services, Inside Track (a Peer Mentoring Program), New Student Orientation, and Enrollment Services. Although the Student Activities' identified learning outcomes are not explicitly tied to the revised general education outcomes, a crosswalk is possible and might help Student Affairs staff and faculty work together to discover how the general education outcomes are developed--and can be assessed--both in and outside of the classroom.

HFC acknowledged that for a number of years, program level assessment was inconsistent and often did not provide meaningful or useful results that would lead to improvements. The College has now developed Program Level Assessment Guidelines to lead to greater consistency across programs and to produce meaningful results. The Guidelines include an assessment matrix and emphasizes the importance of aligning course and program learning objectives. The next step will be to incorporate the general education outcomes explicitly into program level assessment.

The institution is beginning to use the information gained from assessment to improve student learning, and some departments, such as English, have been engaged in the assessment cycle on a consistent basis over time. The College provided assessment results from licensure exams and standardized tests, and the Nursing program made changes to curriculum based on analysis of pass rates. The competency-based redesign of Welding courses also reveals faculty's use of assessment results to improve learning. In addition, given the high percentage of students placing into developmental education, the College has focused on transformations to developmental courses. Developmental math has been redesigned into competency-based modules, the ELI program has been rewritten, and the ALP redesign is in place for developmental writing and is showing positive results. Still, because assessment processes in many courses and programs have only recently been revived and formalized, the use of assessment results to improve student learning is uneven and sporadic.

Over the past few years, the faculty and staff have been developing more formalized and widely communicated processes and methodologies to assess student learning. The governance structure and the continuous improvement teams have led to increased involvement of adjunct faculty, and lead program faculty have conducted comprehensive reviews of course and program curricula. The Vice President of Academic Affairs is creating structures to ensure more peer review of curriculum and programs. In addition, staff spoke to increased collaboration between faculty and student services such as the Financial Literacy project that is tied to learning and retention; a plan is in place to assess the project goals. Still, the College appears to be at the beginning stages of this level of collaboration; increased communication across Academic Affairs and Student Services will be needed to make headway in assessment of learning across the curricular and co-curricular programs.

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

Met

Evidence

HFC's Retention Advisory Committee (RAC) has defined goals for student retention, persistence through a college-wide retention plan that drew baseline data and information from past retention reports. While goals are established, they are not necessarily tied to specific student populations; rather, they are derived from baseline data and comparisons with peer institutions. In part, because student intent is not currently identified, the College is unable to determine with any certainty why students decide to stay or go. The retention, persistence, and completion goals could be more nuanced and fine-tuned with detailed analysis of student cohorts in order to identify appropriate interventions.

The college has begun to collect and analyze information on student retention, persistence, and completion, as suggested by the Retention Plan. The members of the Retention Advisory Committee identified the high percentage of students needing developmental coursework as the greatest challenge to students' persistence and completion, and strategies have been developed to address these particular barriers to student success. Still, at this point, collection of information remains primarily at the course level with not as much definitive data collected for programs. Faculty and staff indicate that while some terms are defined (such as retention, persistence, completion), student *success*--which might best be measured against student intent--has not been defined. Thus, HFC is still working to identify goals that are both attainable and appropriate to the College and its unique context, which includes a high percentage of students who transfer out prior to completing a degree or program.

A number of improvement strategies have been implemented based on student retention, persistence, and completion data. The retention plan includes strategies to increase success in developmental

courses, and members of the committee identified improvements initiatives such as a resign of developmental courses, increasing communication to students about the importance of the Compass placement review, and a partnership with the Literacy Council to ease transitions for students who place into the lowest levels of Reading. Thus, the College is beginning to address the "low hanging fruit" -- those barriers that might be easiest to identify and resolve--while simultaneously examining some of the more systemic challenges to student persistence.

Methodologies for collecting persistence and completion data are not fully developed; faculty and staff commented on the need to clean the data to determine the validity of the information. Recognizing the importance of having meaningful data to inform decision-making and improvement efforts, the College is forming a Data Integrity Committee. As evidenced by the Retention Plan and as acknowledged by staff, HFC needs to refine data collection and analysis. Many of the goals identified in the plan are overly broad, not actionable, and not prioritized.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

The College is making headway in moving beyond formative assessment at the course level to implementing a more comprehensive assessment plan that produces student learning results at the course, program, and institutional level.   HFC's participation in Achieving the Dream and its use of the Degree Qualifications Profile have helped faculty and staff focus efforts on assessment and on persistence, retention, and completion. The development and widespread use of the course master, the newly revised Program Review process, and the curriculum mapping efforts all reveal that the College is putting into place the necessary uniform procedures to assess and improve student learning.

The College has created an infrastructure (with committees such as CASL, the Academic Council, the Retention Advisory Committee, etc.) and procedures codified in documents to support ongoing assessment of student learning. In addition, HFC has purchased a software tool which will help with data tracking and analysis. Still, given that the revised general education goals, program review process, and re-activated retention committee are relatively new, HFC will need to ensure these improvement efforts are carried forward and sustained. Of all the continuous process improvement teams created in the past two years, those which focus on the quality of HFC's educational programs, learning environments, and support services will be most essential.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

In 2013, Henry Ford College experienced a financial crisis due to both internal and external factors including reduction in revenues sources, drop in enrollment, untimely capital projects, and lack of oversight in student bad debt. The college quickly responded with a turnover in leadership, contract concessions, institutional reorganization and procedural changes. The changes in operational and financial processes allowed the college to correct the financial deficit without increasing student tuition or using loans. Additionally, Dearborn approved a property tax increase of one mill adding an additional $3,200,000 a year. HFC plans to create a reserve of $21 million and is ahead of its goal. Based upon the support of the entire college, the institution has the fiscal resources to support its entire operations.

Human Resources are sufficient to support programs and operations. The college analyzes multiple data sources to determine appropriate staffing for both on ground and online education. Major reorganization has occurred in Academic Affairs, Student Affairs, and Administrative positions to increase efficiency while maintaining quality.

In the recent past, deferred maintenance has resulted in wear in the physical environment and a student told the review team that some buildings and sidewalks were difficult to access for ADA.

Improvements to buildings are evident on campus with the new Welcome Center and state of the art Science Center, and updates to the Liberal Arts Building and reorganization of other sites. HFC has in place a Facilities Master Planning Committee and Plan for future initiatives and evaluation of existing infrastructure. The team discovered many areas have been created for students to congregate on campus and collaborate for engagement and academics.

Technological Infrastructure is sufficient to address administrative and academic needs. The college conducted an audit of classroom equipment, updated wireless capacity, and has a computer refresh plan in place. Appropriate policies and guidelines are being developed to enhance online learning and security.

A review of the budget and financial documents indicates that there are no elective resource allocations to other areas or revenue disbursement to a superordinate entity adversely affecting the educational purpose of the college. Auxiliary services generate their own funds and retain their fund balances.

HFC recently revised their mission statement. The strategic plan of 2013-2015 was based on their previous mission and established eight achievable goals. The college was able to make progress on the stated goals and implement its stated mission with the resources available.

Documentation and discussions with staff, faculty and administrators confirm that college employees are appropriately qualified and trained. Verification and updates are made to the job description during the hiring process. There is ongoing internal and external opportunities for training and professional development. Financial resources are budgeted in full time and part time contracts dedicated to development that includes conferences, professional memberships, tuition reimbursement, journals and more. Specialized training is available at the college for support areas and a new training and development program will be implemented in 2015.

The institution recently revised their processes for monitoring expenses and budgeting resources. The financial crisis brought to light the inadequate processes and lack of oversight in the budget. HFC brought in a consultant to provide an objective assessmet of procedures, documentation and accountability. Many improvements such as increased reporting, personnel reorganization, forecasting and data management have resolved the previous issues and there is now a effective budget monitoring process.

Overall, there is evidence through documentation, physical review and conversations that show HFC has a resource base that supports its current educational programs. The resources are adequate to maintain and strengthen the quality of its institutional plans for the future.

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

Met

Evidence

The current governance and administrative structures are effective in enabling the institution to fulfill its mission in a collaborative process. This evidence was found in the institution's documentation and discussions with its members.

Meeting with the Board members during the site visit affirmed that the Board is knowledgeable about the institution. The members were reflective about their role with the institution and clearly stated the challenges and opportunities for the institution. Board members understood their responsibilities in the oversight of financial and academic policies and practices.

The college is shifting toward an inclusive shared governance that extends beyond full time faculty. Students, adjunct faculty and support staff all reported increased opportunities for engagement and leadership. The cabinet welcomed input from constituents. Staff and student services were involved with planning with the other governance groups. Several committees have representatives from full-time and part-time faculty, administrators, staff and students. Students were able to describe a process where they could send ideas and these suggestions were explored and valued. The enhancements to the shared governance system have been fairly rapid and the Team did hear from a number of individuals that there is some confusion and ambiguity regarding roles and responsibilities of various committees and some concern about possible overlapping of responsibilities among some committees. Of particular concern was the relationship of some newer committees including CPI teams with established standing committees of the Faculty Senate and the Academic Council. The Team recommends that the institution move quickly to better delineate roles of the various committees and entities and to employ effective strategies to communicate this information to the College community.

Administration, staff and students are not involved in setting academic policy. They are involved in creating procedures. American Federation of Teachers and Faculty Senate are exclusively responsible for creating and revising academic policy. There was some confusion on the delineation of what is

policy and what is procedure. Additionally, the institution is working on defining what is an academic policy and what is not an academic policy.

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

Met

Evidence

The current president focused his first two years in office in solving the financial crisis and was very successful in heading off this emergency. The priority during this time was to shore up the budget, build a cash reserve and work on shared governance. There was no real opportunity to allocate resources to strategic initiatives associated with the mission because all extra resources were being devoted to resolving the financial situation. The president has not yet put into place a new strategic plan and instead has continued with the one developed under the previous administration.

Currently there are not integrated links to assessment into planning and budgeting. Assessment of student learning is in its early stages. The college plans to address this with the purchase of new software with implementation planned for Fall 2015. There is a process for budget priorization for the extra identified funds. These initatives must include associated needs, such as staffing, technology, equipment and budget with a plan to include the number of students that would benefit.

Planning processes encompass the institution as a whole and consider both internal and external perspectives. All internal employee groups including students, full time and adjunct faculty, administrators, support staff and cabinet members, participate in strategic and operational planning. External stakeholders include the Board of Trustees, community leaders and advisory board members. Planning and collaboration with four year colleges and universities can be seen in the new Welcome Center. Working closely with the needs of these colleges, HFC has created space for them to work with HFC students and has articulated a number of 3+1 agreements.

HFC demonstrated that it has an understanding of current capacity with its analysis of the cash flow reports and course enrollment reports. It anticipates the possible fluctuations in sources of revenue by establishing a cash reserve, creating enrollment scenarios, examining state changes in revenue, and staying abreast of higher education trends. The College Constitution is written to accommodate based

on academic need and demand.

There is evidence that HFC's planning examines data on enrollment and demographic trends. The student profile was updated through 2013. They have contracted for environmental scanning report that is not due until August 2015. HFC need to improve on anticipating future trends in technology, demographic shifts, and globalization and creating plans to accommodate these changes. It appears that there is an effort through CPI teams and state organizations to increase awareness of future trends and changes.

Overall, the institution fulfills the core component 5.C with evidence of systematic and integrated planning. There are some improvements that can be made with linking assessment and budget and investigating future trends in demographics, technology and globalization.

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

Met

Evidence

There are many areas where the institution works systematically to improve its performance and the evidence is sufficient.

The institution routinely collects and documents evidence of performance in its operations. There are monthly reports to the Board of Trustees that includes an analysis of the data available for the program. Both the CCSSE and an internal student satisfaction survey have been regularly administered and the results have been shared. Further dissemination and explanation of the results should occur as well as action steps for improvement based on this data.

Two Institutional Research Analysts have been added to assist in providing data for the college. Plans are in place to participate in the NCCBP and the Cost and Productivity Project to provide additional benchmarks in addition to what the college collects with IPEDs. Key Performance Indicators have been developed and will be shared in a dashboard format for additional communication.

The president started at HFC in 2013 and implemented his expertise in Continuous Process Improvement. Over 21 CPI teams were formed and employees trained to identify issues, create research findings and suggest improvements. While the HLC Team believes this is an efficient mechanism for handling quick fixes of issues, there needs to be a long term comprehensive plan to oversee the entire institution. More work needs to be completed in helping the institution use data for evaluation, improvement and decision making.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

HFC should be commended for its quick and effective recovery from its financial crisis. It showed evidence that it has the financial and human resources as well as physical and technological infrastructure to fulfill its mission. HFC has recently restructured its organization and is updating its committees and processes to reflect the changes. The college is routinely reviewing and updating its planning and budget review to improve the quality of its educational offerings. It has an understanding of its current capacity and the ability to manage fluctuations. There are currently plans in place to begin examining future trends and how they might impact the college.

Review Dashboard

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

Review Summary

Conclusion

Henry Ford College has experienced dramatic changes over the past decade with wide fluctuations in enrollment and revenue and extensive administrative changes. The current administration faced a projected $16 million budget deficit in FY 2013-14 and a 25% enrollment decline from 2010. The institution implemented processes to reduce student debt and used voluntary employee severance, layoffs, employee concessions and organizational restructuring to weather the crisis and begin rebuilding reserves. The institution has demonstrated a commitment to continuous improvement with implementation of continuous improvement process teams. In addition, the administration has implemented processes to make the governance system more inclusive with enhanced roles for staff, adjunct faculty, and students. HFC is implementing new strategies for enrollment growth including rebranding the College with the new name, moving to offer some bachelors programs, and expanding the potential student base.

The Team found that Henry Ford College meets the Five Criteria for Accreditation and all core components. The institution has overcome significant challenges and has implemented processes which appear to position it well for the future. However, the institution is still very much in transition as it implements strategies to increase enrollment and revenue and processes to improve student learning and student success. As noted throughout the report, at the time of the Team visit a number of significant processes are still relatively new and results were limited so the Team could not adequately evaluate their effectiveness. There will be some mission change and new support services will be needed if the institution adds baccalaureate programs. The changes in shared governance have resulted in some confusion. The College recognizes the need to enhance assessment and is implementing new processes but assessment and program review are not as mature as they should be. A new strategic planning process is being implemented and the College is taking steps to improve its institutional effectiveness processes.

After reviewing all evidence available to it, the Team concludes that Henry Ford College is aware of the challenges it faces and has both strategies and institutional capacity to address them. The Team believes that Henry Ford College is an excellent example of why the Pathways model was developed. While the Team has expressed a number of concerns throughout the report, none rise to the level where interim reports would serve the institution well. However, the mid-cycle "check point" that is built into the process provides the appropriate time to review institutional progress on the numerous processes which are now in their infancy. The Team recommends the Standard Pathway so that a visiting team can thoroughly assess change in mission, assessment, strategic planning, student success initiatives, finances and enrollment, and new governance and continuous improvement structures. In both the Assurance Argument and during the visit, the institution should document significant progress in the aforementioned areas with concrete evidence and appropriate data which demonstrates for the team that the processes are beyond the planning stages and are being implemented and evaluated for their effectiveness.

Further, the Team particularly notes the slow development of mature processes in assessment of student learning, including program review, and suggests that the institution consider assessment as its improvement project utilizing a systematic, institution-wide approach.

Overall Recommendations

Criteria For Accreditation

Met

Pathways Recommendation

Limited to Standard

No Interim Monitoring Recommended.

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Forms

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: ___Henry Ford College_____

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

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5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments:

    Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

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___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

▪ ***General Program Requirements.*** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

▪ ***Financial Responsibility Requirements.*** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as*

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necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

   _X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional monitoring, if any:

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Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments:

    Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

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___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

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Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. ***Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:
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Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: _____Henry Ford College_____

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the *"Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours"* as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

___X__ Yes   ____ No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__X___ Yes   ____ No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

____ Yes   __X__ No

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Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

   - Associate's degrees = 60 hours

   - Bachelor's degrees = 120 hours

   - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree

   - Note that one quarter hour = .67 semester hour

   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

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4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

   - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

   - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

   - Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

   - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

   - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

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- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

__X__ Yes   ____ No

   Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

__X__ Yes   ____ No

   Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

__X__ Yes   ____ No

   Comments:

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Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes   ____ No

   Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

_X___ Yes   ____ No

   Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

_X___ Yes   ____ No

   Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

__X__ Yes   ____ No

   Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

_X___ Yes   ____ No

   Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

_X___ Yes   ____ No

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Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

_____ Yes   __X__ No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

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Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes   _X___ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes   __X__ No

If the answer to either question is "Yes," complete this part of the form.

Instructions

This worksheet is <u>not</u> intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

> Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)
>
> 1 semester or trimester hour must include at least 37.5 clock hours of instruction
> 1 quarter hour must include at least 25 clock hours of instruction
>
> Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

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____ Yes   ____ No

       Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

____ Yes   ____ No

       Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

____ Yes   ____ No

       Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

____ Yes   ____ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

____ Yes   ____ No

Rationale:

Identify the type of Commission monitoring required and the due date:

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STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Henry Ford College MI

TYPE OF REVIEW*:* Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 04/27/2015 - 04/28/2015

☐   No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: No Change

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: No Change

ACCREDITATION ACTIVITIES:

Institutional Change, Program: 07/27/2015;
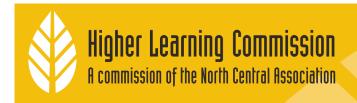Request to offer the Bachelor of Science Major in Culinary Arts.

RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2004 - 2005

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2014 - 2015

RECOMMENDATION: 2024-2025

ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1327 Henry Ford College MI

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

☒   No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	Program Distribution
Associates	73
Bachelors	0

Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0

Certificate programs	
Certificate	74

Recommended Change:

Off-Campus Activities:
In State - Present Activity
Campuses: None.

Additional Locations:
Henry Ford Community College – East - Dearborn, MI

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - <u>Present Activity</u>
Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:
<u>Present Offerings:</u>
Associate 13.1210 Early Childhood Education and Teaching Child Development Internet

Associate 38.0201 Religion/Religious Studies Religious Studies Internet

Certificate 19.0706 Child Development Child Development Internet

Associate 13.1202 Elementary Education and Teaching Pre-Elementary Education Internet

Associate 13.1205 Secondary Education and Teaching Pre-Secondary Education Internet

Associate 13.1001 Special Education and Teaching, General Pre-Special Education Internet

Associate 13.1210 Early Childhood Education and Teaching Children and Families Internet

Associate 52.0101 Business/Commerce, General Business, General Internet

Associate 52.1101 International Business/Trade/Commerce International Business Internet

Associate 24.0102 General Studies General Studies Internet

Certificate 52.0799 Entrepreneurial and Small Business Operations, Other Small Business Management and Entrepreneurship Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Liberal Arts Internet

Associate 52.0201 Business Administration and Management, General Business Administration Internet

Recommended Change:

Correspondence Education Programs:
<u>Present Offerings:</u>
None.

Recommended Change:

Contractual Relationships:

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Present Offerings:
None.

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: