Assurance Argument

Henry Ford College - MI

3/26/2015

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.)

Argument

1.A.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.

Henry Ford College's longtime commitment to shared governance includes an inclusive, collaborative approach to periodically reviewing and updating its mission statement, values, and beliefs. Until recently, the College was well served by the mission, values, and beliefs that were created during the 1991-1992 academic year by a committee with representatives from administration, faculty, support staff, students, and the Board of Trustees (who approved these documents in July 1992). At the beginning of each new strategic planning cycle in 2007, 2009, and 2013, the mission statement was reevaluated and endorsed without changes by the Strategic Planning Committee.

In the College's 75th year, a new president, relatively new Cabinet, and changes in institutional priorities, including a desire for more inclusivity, prompted the Board of Trustees' request that the mission, vision, and values be refreshed. In keeping with the collaborative culture, the Shared Leadership Task Force (SLTF) was formed to complete this charge (SLTF Charter). The revised mission, vision, and values were presented to the Board in March 2014 (meeting minutes, item VI.A) for approval in April 2014 (item VI.H.14); they guide planning college-wide. The global mission statement is elucidated by separate mission statements and supporting documents for the three main units of the College (Student Affairs, Academic Affairs, and Administrative Services) and by division mission statements.

The task force involved the College community in making these changes, again reflecting a collaborative culture. Drafts of the documents were disseminated internally and externally, and surveys were sent to (1) faculty, staff, and administrators; (2) students; (3) advisory committees for Perkins-funded career and technical education programs; (4) the Community Leaders Advisory Committee (the Mayor, prominent business leaders, concerned citizens, Board of Trustees members, and Foundation Board members); and (5) the external community. Through open forums, College

employees and students gave more open-ended feedback. Support was widespread: 78% or more of respondents from each constituent group supported the new mission, approximately 80% supported the vision statement, and approximately 90% approved the values statement. Only minor editing occurred prior to Board approval of the current mission, vision, and values, which were subsequently reproduced as [pamphlets](#) and [certificates](#) and distributed to all members of the College community to display and reinforce the mission's connection to their College roles.

1.A.2.

The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

HFC's enrollment profile, programs, and services reflect both the previous and the current mission statements.

Enrollment Profile

One of Henry Ford College's most valuable assets is the student body's diversity (student profiles: Fall [2006,](#) [2007,](#) [2008,](#) [2009,](#) [2010, 2011,](#) [2012, 2013](#)), which is captured in our past and current mission statements. While the [previous mission](#) statement alluded to adapting to our varied population and preparing students to function in a diverse, global society, the [current mission](#) addresses these goals more specifically. The phrase "a student-centered, evidence-based college" speaks to our accommodation of varied backgrounds and needs, and the statement "we foster diversity, tolerance, understanding, and acceptance" articulates more explicitly qualities that students will develop "to succeed in a global society."

Through their diversity, students themselves create an environment in which they learn to negotiate cultural, racial, and other differences. One of the most diverse colleges in Michigan, HFC draws students mainly from Dearborn, which has one of the largest Arab populations in the United States, and neighboring Detroit, which, according to the 2010 U.S. Census, is nearly 83% African American. Many students choose not to report their race/ethnicity, possibly concerned about discrimination (an especially sensitive issue post-9/11). However, in Fall 2013 (although not reflected in the Student Profile because of the large number of non-reporters), the racial/ethnic composition of the student body was estimated to be one-third Black/African American, one-third Arab, and one-third White.

HFC also adapts to fluctuating demand for higher education. Reflective of the State and national economies, which are now recovering from the recession and the collapse of the automotive industry, unduplicated headcount of credit enrollments from Fall 2005 to 2010 increased by 48%, to a high of 18,525; in Fall 2013 it decreased by 25%, to 13,836 [(IPEDS Enrollment Data 2004-2014)](#).

Academic Programs

HFC's mission to be "student-centered" and to "empower learners" encompasses multiple goals: (1) to provide developmental education for underprepared students, (2) to prepare students to transfer to four-year colleges or universities, (3) to prepare students for careers, and (4) to provide opportunities for workforce retraining. Academic programs and General Education requirements exist to achieve each goal.

Eighty-four percent of all new students in Fall 2014 required at least one developmental class and

were underprepared for college-level work. These students are identified through placement testing and benefit from developmental courses (below 100 level) in reading, writing, and math. Our sizable non-native English speaking population benefits from customized, intensive English courses through the English Language Institute, which also offers preparatory classes for the Test of English as a Foreign Language (TOEFL). Additionally, special versions of developmental reading and writing courses are offered by the English Department for English Language Learners.

HFC programs and partnerships are designed to enhance student success and transferability of coursework. The 74 associate degree programs include specific transfer programs, such as Pre-Professional Biology, Pre-Professional Chemistry, and Pre-Education. Compliance with the Michigan Transfer Agreement facilitates students' transitions to four-year colleges and universities, as do transfer guides on the Counseling webpage. By emphasizing diversity, innovation, and critical thinking, the Early College's mission dovetails well with the College's mission. HFC's dual enrollment, Collegiate Academy, and Early College programs accelerate achievement of associate degrees and thus reduce student debt, while the recently added University Center makes earning four-year degrees more manageable.

Career training is critical to HFC's mission. In addition to many associate degree programs that are career-oriented, HFC offers 71 Certification of Achievement programs for entering or advancing in the workplace, changing fields, or working toward an associate degree via laddered credentials.

Our recently revised General Education program better emphasizes the mission's focus on critical thinking and diversity (see General Education Outcomes Comparison: 2007 vs. 2014). For example, in recognition of the fact that Critical Thinking and Information Literacy skills are integrally connected, these two outcomes are now paired; also, the American Society, Events, and Institutions outcome has been replaced by Civil Society and Culture—U.S. and Global. This change directly addresses a weakness noted in the HLC's 2005 accreditation report: "The general education requirements of the college…do not include cultural diversity….Efforts to acknowledge the cultural diversity of the student body, as well as the world for which students are being prepared, too often consist of superficial events and extracurricular activities" (p. 7).

<p style="text-align:center">Student Support Services</p>

Our students come to us with a range of complex academic, emotional, and socioeconomic challenges that impact their ability to succeed. A list of student-centered support services is easily accessible from the Student Services menu on HFC's home page.

Learning Lab and Tutoring services enable students at all levels to receive academic assistance sporadically or in a sustained way, depending on learning needs. For example, the Learning Lab provides faculty and peer tutors in Career and Technical Programs, Mathematics, English, Science, and World Languages as well as several test preparation classes and study groups. Statistics on usage and other user feedback drive changes made to those services. The 2011-2013 and the 2013-2014 Learning Lab reports show how usage patterns and student needs led to modifications in Learning Lab setup, staffing, and scheduling as well as expansion of services and improvements in data collection to enable more evidence-based, student-centered planning in the future.

HFC's support services recognize that academic success also depends on addressing students' nonacademic needs. While Academic Advisors focus on determining a sequence of study and selecting courses, Licensed Professional Counselors are available for these tasks and for help with study skills, managing stress, coping with change, and other personal challenges (see the Counseling webpage). Counselors with particular areas of expertise meet the spectrum of student needs. These

services are offered in a range of formats: in person, online, and self-service. [Student Outreach and Support](#) and [Veterans Educational Services](#) (with guidance from the [Veterans Advisory Council](#)) extend these services specifically to non-traditional students. [Assisted Learning Services](#) supports students with documented disabilities.

1.A.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.)

See 5.C.1.

Sources

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- Learning Lab Bi-Annual Report 2011-2013
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- Mission - Academic Affairs
- Mission - Student Affairs
- Shared Leadership Task Force Charter
- Shared Leadership Task Force Membership
- Strategic Planning Committee Charge and Roster
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- Student Profile - Fall 2009
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- Student Profile - Fall 2011
- Student Profile - Fall 2012
- Student Profile - Fall 2013
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- Survey Results - Advisory - Mission - Vision - Values Statements
- Survey Results - Internal Staff - Mission - Vision - Values Statements

- Survey Results - Student - Mission - Vision - Values Statements
- Veterans Advisory Council - Board Report - 12-17-2012
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- Website - Counseling _ Henry Ford College
- Website - Dual Enrollment Students_ Attending Both High School & College _ Henry Ford
- Website - English Language Institute
- Website - HFC Learning Lab
- Website - HFCC Seeks Community Input on Vision, Mission and Values
- Website - Programs of Study _ Henry Ford College
- Website - Student Outreach and Support (SOS) Office _ Henry Ford College
- Website - University Center
- Website - VA Assistance and Certification _ Henry Ford College

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.

Argument

1.B.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.

HFC's methods of publicizing its mission and supporting documentation have evolved with the communication practices of its constituents.

The College communicates its mission, vision, and values via its website and its printed and online catalogs. The current mission is available through the About HFC webpage and through annual HFC Fast Facts documents, which are accessible by the public through the Information, Marketing and Effectiveness webpage. By incorporating the mission and values with a description of the strategic plan and the student profile, the Fast Facts document reveals at a glance a coherent, student-centered college.

Along with these longstanding practices, HFC now disseminates this information through social media. A Facebook page and LinkedIn profile connect viewers directly to the College's mission, while a Twitter account publicizes an abbreviated mission statement. These communication forums are well publicized as links on the College's home page and through newspaper articles from, for example, the *Times Herald Downriver Sunday Times*, which targets Dearborn and Dearborn Heights, the College's district. A YouTube channel and RSS news feed supplement these sources.

College-wide meetings, open meetings of the Board of Trustees,and newspaper articles highlight the mission and how it guides the College. For example, a *Times-Herald article* from January 26, 2014, integrates elements of the College's mission, vision, and values and connects them to its 75-year history, showing both consistency and evolution. The article concludes, "As HFCC celebrates its milestone diamond anniversary, it has redoubled its dedication to its mission," which the author then paraphrases. Local and national newspaper articles also have publicized the updated mission, vision, and values (e.g., HFCC to Get Name Change) and explained how they along with the consequent College name change (Community-College Quiz: What's in a Name? – Wall Street Journal) reveal the common purpose and focus of all College activities. Frequent presidential addresses to external audiences (e.g., the Henry Ford Early College First Graduation) and internal audiences (e.g., College Organization and State of the College presentations) reinforce the mission's themes. Commencement

programs (e.g., the selection and presentation of community award recipients and the charge to the graduates in 2011) and remarks regarding Innovations of the Year emphasize our commitment to student engagement and learning, while comments on the groundbreaking for the new Science Building stress how facilities planning is intertwined with cutting-edge curricula.

New college branding, on the College website and billboards, for example, also communicates a focused mission. Being "future driven" captures the mission's emphasis on preparing students to succeed beyond their college classes and captures the College's flexibility to adapt to the local and global communities' shifting needs.

Strategic planning documentation, accessible via the Information, Marketing and Effectiveness webpage, underscores how the College's mission and values drive the Strategic Plan, whose goal is always ultimately to meet the educational, economic, and lifelong learning needs of our student population and the broader community.

HFC's mission is furthered by goals that appear in the strategic plans. For example, item V in the 2007-2010 and 2009-2012 Strategic Plans and items 3 and 5 in the 2013-2015 Strategic Plan emphasize the College's mission to serve and empower students and to engage and benefit the community.

1.B.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 purposes.

As a publicly supported community college in southeastern Michigan, HFC naturally prioritizes instruction, clinical and public service, economic development, and responsiveness to cultural diversity. These priorities are emphasized in the past and present mission statements. The mission until early 2014 refers to valuing teaching and learning, and it stresses the College's adaptability to evolving community and workforce needs and to its diverse student body. Its identity as a "comprehensive community college" is well reflected in the final sentences: "Ours is a tradition of building futures. We measure our success by the success of our students in a democratic, diverse, and increasingly technological nation."

Instruction embodies research into and application of effective pedagogical practices. See, for example, a Cabinet report from the Center for Teaching Excellence and Innovation (CTEI) that explains the CTEI Director's professional development and the research underpinning a mini-course on Just-in-Time Teaching as well as other CTEI mini-courses on metacognition and on the scholarship of teaching and learning.

HFC's decision in 2014 to "refresh the mission, vision, and values of the institution" reveals its intention to remain current and relevant. While much of the previous mission is reiterated in the current mission (such as a focus on a diverse student population and the need to develop creativity and critical thinking), some components reveal new emphases. The College's value of teaching and learning is expressed more in terms of student-instructor collaboration and adapting to students' varied needs (being "student-centered") and in terms of performance-based outcomes ("we empower learners"); this focus is consistent with shifts in pedagogy and accountability in higher education.

Preparation "for a rapidly changing world and workplace" in the previous mission is now expressed in broader terms to reflect globalization and to articulate more explicitly the skills and qualities learners will need to succeed in such an environment ("we foster diversity, tolerance, understanding, and acceptance to prepare learners to succeed in a global society"). The "education and enrichment of our …community" in the previous mission now stresses our adaptability, not just our delivery ("We anticipate and respond to the needs of our stakeholders, exceed their expectations and serve the public good"). The shift from "students" to "learners" encompasses both students in academic programs and other members of the community. Finally, instead of describing preparation for an "increasingly technological nation," the present mission leaves technological proficiency implied, acknowledging its pervasiveness instead of focusing on its novelty.

The new mission also reveals a stronger commitment to being an "evidence-based college." Through evidence-based planning and execution of academic, administrative, and cultural enrichment functions, "the extent of the institution's emphasis on the various aspects of its mission" is determined and kept current. To that end, the College has invested in additional Institutional Research staff and in student-tracking software, such as Retention Alert and Ellucian Student Planning (see subcomponent 4.C.3.).

The College's mission statement establishes the framework for institutional coherence. The mission is broken down and expressed more concretely in other college-wide documents, such as the goals and objectives in the Strategic Plan, and in more area-specific documents, such as the division mission statements, which are then operationalized.

1.B.3.

The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Both the former and the current mission statements focus on serving an array of individuals with varied needs and goals (community members in general and credit-earning students). This broad constituency typifies an open-door community college such as ours. The former mission emphasized this breadth of service in terms of "education and enrichment of our students and community," while the current mission focuses on "learners," an "outstanding education," and serving "the public good." Both missions encompass not only credit-bearing degree and certificate offerings but also other critical HFC functions, such as workforce development, community events, and collaboration with high schools and four-year institutions of higher education.

This focus on our constituents logically continues in the College's strategic planning goals and objectives and in area mission statements. Goal 5 in the 2007-2010 Strategic Plan and the 2009-2012 Strategic Plan, for example, refers to partnerships with and participation in community, governmental, and educational organizations to further both their missions and HFC's. To achieve goal 3 (Community Engagement) in the 2013-2015 Strategic Plan, the objectives stress assisting and collaborating with community, professional, and educational organizations. The division mission statements also prioritize the development of knowledge, skills, and perceptivity that will empower students to be engaged, productive workplace and community citizens.

Sources

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- HFC Mission Statement
- HFCC Fast Facts 2013-2014
- HFCC Mission Values Beliefs to Feb 2014
- HFCC Science Building Groundbreaking - President Mee Remarks
- HFCC Strategic Plan 2007-2010
- HFCC Strategic Plan 2009-2012
- HFCC Strategic Plan 2013-2015
- Innovation Program - 2012 - President Mee Remarks
- Metacognition CTEI Minicourse
- Scholarship of Teaching and Learning CTEI Minicourse
- Shared Leadership Task Force Charter
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- Website - Henry Ford - YouTube
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- Website - Henry Ford College _ Facebook
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- Website - HFCC celebrating 75 anniversary _ Times-Herald and Sunday Times Newspapers
- Website - HFCC to get name change _ Times-Herald and Sunday Times Newspapers
- Website - Information, Marketing, and Effectiveness_ Planning _ Henry Ford College
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- Website - Mission & Vision _ Henry Ford College

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.

Argument

1.C.1.

The institution addresses its role in a multicultural society.

The College's mission embraces diversity that extends beyond ethnicity to include age, race, socioeconomic status, educational backgrounds, military service experience, special physical, psychological, and learning needs, and varied goals.

HFC is itself a multicultural community.

- The student body is 45% White, Nonhispanic, 23% African American, 9% other federally recognized minorities, and 23% No Answer/Unknown. Fifty-five percent of the student body is female. The average age of students is 26; 56% are over 21 years old (Fast Facts). Partnerships with high schools have generated a sizable high school population (1,242 – Fall 2013 – HLC Annual Institutional Data Update). Furthermore, HFC's international student population is significant (303 students in Fall 2014) and growing through more focused recruitment and the hire of a Supervisor of Admissions and Recruiting.
- Middle- and upper-level administration is approximately equally split by gender and has African American and Arab American representation.
- Faculty and staff are diverse, though admittedly not as diverse as students: 75% White, Nonhispanic; 13% Black, Nonhispanic; 6.2% Arab/Middle Eastern; 2% Asian/Pacific Islander; 1.7% No Answer/Unknown; 0.6% Multiracial; 0.4% American Indian/Alaskan Native; and 0.4% Other (Diversity—Faculty and Staff).

Diversity is a primary component of our mission. The prior mission refers to serving our "diverse student population," to preparing students "for a rapidly changing world and workplace," and to "providing…cultural opportunities." The mission's final statement strongly endorses a multicultural perspective: "We measure our success by the success of our students in a democratic, diverse, and increasingly technological nation." The current mission states, "we foster diversity, tolerance, understanding, and acceptance to prepare learners to succeed in a global society."

In its 2005 report, the Higher Learning Commission expressed concern over the College's inadequate faculty diversification. Although the 2009-2012 Strategic Plan included recruitment of "faculty, administrators, staff, and students … who reflect the diversity of our community," the annual data from 2006 to 2013 show little change in employee diversity. Human Resource planning for 2013-2014 recommits the College to this goal. Comparing HFC employee statistics with EEO numbers for a Standard Metropolitan Statistical Area identifies gaps, and analyzing applicant pools with regard to EEO distribution aids College recruitment through minority journals. Finally, a Continuous Process

Improvement team studying the hiring process is addressing employee diversity.

1.C.2.

The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

HFC addresses the needs of its diverse constituencies through academic and extracurricular activities and student-centered processes.

Demographics of prospective and current students reveal a range of educational, socio-economic, physical, and psychological needs, which are addressed through many College resources. They include Veterans Services, the International Office, the English Language Institute, the Honors Program, Workforce and Professional Development, the Learning Lab, Counseling, Academic Advising, Assisted Learning Services, Student Outreach and Support,and special programs for high school students.

The College promotes these services through the 7 Easy Steps to Enroll, its orientation program, and its course placement, advising/counseling, and mentoring processes. Orientation, now strongly recommended, will play an increasingly important role when it becomes mandatory in Summer 2015. For flexibility, an online orientation option will become available in Winter 2015. Faculty mentoring of under-prepared students is being piloted as part of the First-Year Experience program.

In its 2005 report, the HLC criticized the College for inadequate attention to diversity issues, in particular noting their omission from the General Education requirements and their sporadic existence in curriculum and campus activities. HFC has significantly improved.

The most important improvement, given its college-wide influence, is the new General Education requirement, Civil Society and Culture—US and Global, which focuses on world culture and its multiple forms of expression.

Consistent with this learning outcome, many academic opportunities benefit not only students but also local and global multicultural communities. For example, in July 2014, a new associate degree in Community Leadership was announced. According to the news release, it "is part of a unique collaboration called the Community Learning Partnership…a partnership between HFC and community partners from the non-profit and public sectors in southeast Michigan." It prepares students "to make a positive impact on their local community." Also, HFC service learning has been integrated into several classes and provides resources to help students expand their service. The multi-disciplinary Arab Cultural Studies Program, which began in 2009, not only includes foreign language and translation skills "but also cultivates an informed perspective essential to the practice of public diplomacy within local, national and international contexts."

Institutional support exists for special projects seeking to educate students about human diversity and service. For example, a 2013 Presidential Mini-Grant provided funds for one business instructor to develop a class using global philanthropy as the means of achieving course learning outcomes (BEC 151—Learning through Giving).

Experience with international human diversity occurs through programs such as Study Abroad (see Winter 2013 and Spring 2014 syllabi for Study Abroad in International Business) and through

student clubs and special events. In March 2014, journalists from the United Arab Emirates visited campus as part of the U.S. Department of State's Bureau of Educational and Cultural Affairs International Visitor Leadership Program. These journalists learned about HFC's diversity, Arab Cultural Studies Program, and Telecommunications Program, while HFC learned about the UAE's founding, make-up, and international presence. Also, under a faculty sponsor who has been an Amnesty International Local Group Coordinator for Detroit since 1979, an Amnesty International student club formed in 2008; students learn about diverse cultures and political settings and about human rights advocacy. Former HFC Amnesty International student members have proceeded to join or resurrect Amnesty International clubs at four-year institutions.

Employees model the importance of serving the diverse, local community. The traditional Martin Luther King Day of community service invites students and employees to collaborate on projects. Also, some employee contracts mandate community service hours (see component 1.D.3.). For example, in the 2012-2013 academic year, 113 full-time faculty reported 3,455 volunteer hours, benefiting well over 100 organizations or causes.

Extracurricular clubs and events reinforce this value of diversity within and beyond the College. Many of the faculty-sponsored, 40+ student clubs provide support for minority students (e.g., the African American Association, the Arab Student Union, the Student Veterans Association, and the Muslim Student Association). Other groups (e.g., the Diversity Club and the Community Service Club) focus on serving diverse populations and causes. Globe Fest, discussions sponsored by the Council of World Cultures, and diversity exhibitions and lectures on campus and in the community celebrate world and aesthetic cultures.

To maintain academic programs and student support services while coping with the budget deficit, the college made the difficult decision to close its Center for Lifelong Learning (*Dearborn Press and Guide* article). Fortunately, M-TEC absorbed some of the center's topics by offering continuing education classes and a range of services for dislocated workers, employees seeking advancement, and growing businesses as well as workshops and classes targeting personal interests.

As revealed in the 2007-2010 Strategic Plan (goal III), 2009-2012 Strategic Plan (goal III), and the 2013-2015 Strategic Plan (goal 3), HFC is committed to further strengthening its attention to diversity.

Sources

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- Website - Henry Ford II Honors Program _ Henry Ford College
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- Website - HFC Service Learning
- Website - International Office _ Henry Ford College
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- Website - M-TEC
- Website - New Degree in Community Leadership _ Henry Ford College
- Website - Student Clubs and Organizations _ Henry Ford College
- Website - Student Outreach and Support (SOS) Office _ Henry Ford College
- Website - Study Abroad _ Henry Ford College
- Website - VA Assistance and Certification _ Henry Ford College

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.

Argument

1.D.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.

In its 2005 report, the Higher Learning Commission stated, "The College is a significant economic force in the greater Dearborn area and the programs and partnerships that the college promotes are an integral part of Dearborn community life" (p. 3). This proud tradition continues. As HFC's current mission states, "We anticipate and respond to the needs of our stakeholders, exceed their expectations and serve the public good."

The College's extensive public service is documented in the 2013 Local Strategic Value Resolution, which justifies State appropriations to the College based on performance measures: "economic development and business or industry partnerships; educational partnerships; and community services." The College meets the best practices criteria for each of these measures.

Furthermore, in 2009 and again in 2013, the College commissioned a socio-economic impact study (see subcomponent 5.C.5). This study illustrates how HFC positively impacts the community and indicates the following:

- The activities of HFCC's 2011-2012 student body will generate about $83.8 million in labor income in the state economy each year.
- Once HFCC's current students become active in the workforce, they will promote business output, raise consumer spending, and increase property income in the state. All of this contributes an additional $35.2 million in taxable income each year.
- Altogether, higher student income and associated effects on business productivity add $119 million in income annually to the state economy.
- It is estimated that HFCC's 2011-12 student population will generate social savings to the Michigan public equal to $6.1 million a year. These savings accrue to all state and local residents, student, homeowners, businesses, and taxpayers.

The College website identifies HFC as an institution that offers workplace-oriented certificates and degrees as well as "customized workforce development training for business and industry." Career-oriented degree programs receive regular input from 29 advisory boards representing local business

and industry. M-TEC caters to industry, entrepreneurial businesses, and individual employee advancement or career transition. Corporate partnerships (including the Michigan Advanced Technician Training (MAT2) program, for which HFC is the lead college) and grants (such as Michigan Economic Development Grants) further support the local community.

Serving the public sometimes becomes a method of developing and assessing students' grasp of specialized skills and concepts. For example, the Fifty-One O One Restaurant provides real-life training for Hospitality Studies Program students, who create and serve high-quality meals at low cost to the public. Also, beyond mandatory clinical training, the Nursing and Health Science Division conducts free health fairs, blood donation drives, and blood pressure screening for the public and participates in fundraising for medical research.

One impressive demonstration of public service is WHFR—FM, the student-staffed radio station (now also available through online streaming and a smart phone app), which has been on the air 24 hours a day since 1997 and reaches 200,000 listeners in the Dearborn area. In addition to many musical genres, the radio station airs at least two public service announcements each hour, produces weekly talk programs of community interest, and collaborates with the City of Dearborn to air State of the City addresses and special mayoral and community forums.

Special programs make higher education more affordable and convenient. HFC contracts with high schools and Henry Ford Health Systems to run the Early College (see Henry Ford Health Systems Early College) and with local high schools to run the Collegiate Academy and offer dual enrollment and Advancement Plus. The College has program articulation agreements with 50 secondary schools. Furthermore, the College encourages education beyond the associate degree by creating articulation agreements with 18 four-year institutions (two more are proposed) and most recently by collaborating with Siena Heights University to create the University Center, which offers bachelor's and master's degree courses and programs on HFC's campus. Additional partnerships are planned.

The College also participates in public events such as Dearborn Homecoming (where, for instance, HFC Ceramics and WHFR-FM have had booths). The Science Department sponsors planetarium shows (see, e.g., the Winter 2014 schedule) and an observatory open house open to the public and participates in K-12 science fairs.

HFC's public service includes cultural enrichment, too. Twice a year, the Theatre Department invites elementary and high school students to experience live theater. The Sisson Art Gallery annually hosts student and professional exhibits, and the visual arts are promoted through public outreach to children. The permanent art collection features artists from the State of Michigan. The Ceramics Club has a strong presence locally and nationwide. The College also produces countless dance, theatrical, and musical performances (see, e.g., the 2012-2013, 2013-2014, and 2014-2015 concert calendars). Students and community members often collaborate on performances, further strengthening the College's community ties. The Music Department's public presence includes community events such as holiday performances, fundraisers, and student recitals and even performances at four National Presidential Inaugurations (two for President Bush and two for President Obama).

Dearborn's diverse community turns to HFC for lectures on world religions, the politics and cultures of Arab, Lebanese, and Islamic nations, and forums for local political debate. For example, the Religious Studies Program, the Council of World Cultures, and the student Diversity Club co-sponsor the annual Building Bridges of Understanding Conference. Art History Instructor Hashim Al-Tawil has a rich record of community lectures, presentations, and publications. The Democracy Institute hosts forums for local, State, and Federal political candidates, and the Political Issues Convention and voter registration drives teach students about their civic responsibilities.

HFC cares for the local environment as well. Examples include the parking lot renovation to address problems associated with rainwater run-off, creation of the Kingfisher Bluff to preserve the Rouge River, energy conservation measures, and the new Science Building with a green roof. HFC passes this value to the students partly through the Student Environmental Association, which has presented the Earthstock Festival for the past several years.

While the recent removal of "Community" from the College's name may have elicited some concern, HFC remains committed to the local community and grateful for its support. Both the heritage of community-focused endeavors described above and the reassurances by the President ("New College Name and Brand") and by former Board of Trustees Chairman Hussein Berry (Henry Ford Community College May Drop "Community" from Name) illustrate this ongoing commitment. So do the 2007-2010, 2009-2012 and 2013-2015 Strategic Plans. The Student Activities Office's Community Service and Volunteer Highlights reveals the breadth of HFC's commitment to the community, as does employee volunteerism.

1.D.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.

Both the previous and the current missions prioritize education; the corresponding beliefs and values reinforce this focus. The previous statement of values and beliefs that was in effect until March 2014 begins with an entire section titled "Teaching and Learning," and providing students with high-quality support and instruction dominates its "Responsiveness and Support" and "Quality" sections. The current statement of values retains these educational priorities and stresses education as a transformational, lifelong experience:

We have a PASSION for…

…teaching and learning.

…exploring diverse perspectives and ideas.

…creating a student-centered environment.

…transforming lives through continuous learning.

…excellence in all that we do.

One indication of HFC's focus primarily on education is the budget, the majority of which provides instructional funding; 55% of general funds are allocated to instructors' salaries. The Foundation, a separate fundraising entity, awards on average $342,000 in scholarships to approximately 426 students each year.

HFC pursues grants that enable educational improvements. For example, HFC is the lead college in the $15 million Multi-State Advanced Manufacturing Consortium (M-SAMC), a TAACCCT grant awarded by the Department of Labor. This grant seeks "to transform the design, delivery and program improvement model of postsecondary advanced manufacturing education…" (Grant M-SAMC

Technical Proposal, pp. 12-13).

To achieve HFC's vision of being "First Choice...Best Choice...," many of the recent changes at the College pursue expansion of our educational offerings. For example, by changing the name from "Henry Ford Community College" to "Henry Ford College," we aim to enhance regional and international recruitment, retention, and completion and to make four-year degrees more attainable (see news release). Notably, HFC's expansion aligns with its unique expertise and special resources: "Unlike most four-year educational institutions, HFC's four-year degree programs will primarily focus on technical industries as opposed to liberal arts programs." HFC plans to offer a four-year degree in Culinary Arts if the Higher Learning Commission approves. Also, if authorized by the State (see House Bill 4148), the College aims to add a four-year Nursing degree, which is becoming the industry standard.

Beyond teaching students the disciplines of their majors, we are nurturing curiosity and openness that will make learning habitual. Also, the About HFC webpage speaks entirely about student learning, and the bulk of the 2007-2010, 2009-2012 and 2013-2015 Strategic Plans focuses on student learning.

The description of public service offerings in component 1.D.1. demonstrates HFC's primary, abiding focus on education. Businesses and other community members reap rewards from HFC's public activities and involvement, but it is *through* the students' learning, not at the expense of it, that these rewards come.

1.D.3.

The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Students with an HFC education are an excellent investment for local taxpayers, obviously our main constituents. According to a 2013 memo from the President to the College community explaining the upcoming millage proposals,

- An estimated **95 percent** of HFCC students remain in Michigan and contribute to economic growth. Students who enter the workforce expand the tax base by generating higher earnings and reducing social costs.
- Higher student earnings and associated increases in property income generate about **$12.6 million** in added tax revenue each year.

External constituents are encouraged to advise the College on major changes, such as the revision of the mission, as described in subcomponent 1.A.1. Another venue for external involvement is the open Board of Trustees meetings, which include time for public comment and are publicized on HFC's website. The local media sometimes report on these meetings. Input from community members not affiliated with HFC was also obtained through a marketing research survey on re-branding efforts and other strategies for attracting new students and community members to the College.

As a publicly funded higher education institution, HFC is primarily engaged with high schools, four-year colleges, and universities and with local business and industry, especially those in Dearborn and parts of Dearborn Heights, whose property tax revenues comprised 12% of the College's budget in early 2013 (HFCC's 2013 Millage Proposals). Engagement with these external constituencies and community interests takes many forms.

For current, new, and prospective students, HFC's University Transfer, Advising, and Career Counseling Center maintains articulation and transfer agreements with local high schools and four-year institutions throughout Southeast Michigan. From the Welcome Center webpage, prospective students can access information about dual enrollment and Advancement Plus programs; to ensure a smooth transition to college, this page also provides tips for students, high school counselors, and parents. In August 2014, Project Lead the Way provided a free week-long summer camp introducing high school students to STEM content.

The College's Children and Families Program's external partnerships are growing. In Fall 2013, it began collaborating with Excellent Schools Detroit, whose goal is to increase Detroit's high school graduation and college or postsecondary training program entry rates by 90% and to reduce remediation rates by 90%. This program supports early childhood educators in attaining the Child Development Associate Credential. The Children and Families Program also plans future collaborations with the Early Childhood Department of the Dearborn Public Schools and with Detroit's Matrix Head Start Program.

HFC's responsiveness to the needs of local industry is exemplified by the recently added Industrial Sewing Certification program, which stems from a partnership among HFC's M-TEC, the Detroit Garment Group Guild, Lear Corporation, and SEMCA Michigan Works! Such collaboration with companies and employment agencies is common.

By participating in many community projects, students strengthen their skills and civic engagement while substantially benefiting residents. For example, through a Henry Ford Historic Home project, HFC's Architecture and Interior Design departments partnered with the City of Dearborn to restore a 1919 home built by Henry Ford (Students Collaborate with Dearborn on Historic Home Restoration). A public presentation of their work, preceded by remarks from Dearborn Mayor Jack O'Reilly, Jr., was itself educational and inspiring. HFC's service learning opportunities and the student Community Service Club provide many other examples.

Full-time faculty have also deepened their commitment to the external community by performing 20 or more hours of community service beyond College functions (bargaining agreement, Article X.G.). Community service projects are diverse and include working with local social service agencies (such as ACCESS), Gleaner's Food Bank, the Dearborn Animal Shelter, Habitat for Humanity, the Rotary Club, and many more. In 2012, as a kickoff to this community service requirement, Administration and the full-time faculty bargaining unit devoted the annual Professional Issues Conference to Building Community Coalitions; faculty learned about community coalitions through a keynote address by Amy Dean, author, activist, and social entrepreneur, and then spoke with representatives from 20+ community organizations to learn about their needs.

Article 9.B. of the Support Staff Association bargaining agreement also specifies annual community service, in which "one (1) paid day (up to eight (8) hours maximum) will be provided to perform volunteer work in the community." Similarly, Article IV.F. of the Administrators Association bargaining agreement encourages administrators to perform up to 8 paid hours of community service within the five main enrollment municipalities during regular work hours.

All of these forms of engagement align with the 2007-2010 and 2009-2012 Strategic Plan ("Develop new and strengthen existing collaborative relationships that benefit the College and its constituents") and the 2013-2015 Strategic Plan ("Community engagement: investigate, establish, and strengthen partnerships with key stakeholders within the community to better address the needs of students, community stakeholders, and the College"). These plans reveal the College's abiding commitment to the community.

Sources

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- Website - Henry Ford Early College - Henry Ford Hospital
- Website - HFC Service Learning
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- Website - HFCC may drop 'community' from name _ Detroit Free Press
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- Website - New College Name and Brand _ Henry Ford College
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1.S - Criterion 1 - Summary

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

Summary

The power of the College's mission statement lies in its ability to establish institutional coherence. The mission of Henry Ford College is well communicated internally and externally. Because it is the result of collaboration among all areas of the College community, it is also well understood and consistently used to guide institutional planning and operations. With each new strategic planning cycle, the mission is reevaluated and revised if necessary to be current with the community's demographics and needs. At each stage of planning, decisions are guided by the Strategic Plan's goals and objectives, which emanate from the mission. Initiatives at the department/division level are prioritized and consolidated into unit plans, which then lead to the College-wide operational plan.

The mission, as well as supporting documents such as vision and values statements, is communicated to the public in many ways, from print, web, and social media sources to public speeches and open meetings of the Board of Trustees. Through these means, the public sees a college that prioritizes academic education and support of local industry as well as contributions to our global society. Serving the local and global community lies at the heart of HFC's mission. Through the curriculum and co-curricular and extracurricular activities, students gain critical understanding of diversity issues and how to succeed in multicultural environments. Service is furthered modeled by faculty and staff volunteering in the community. The diverse student population, one of HFC's greatest assets, is well supported through a number of focused student services.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution 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.

Argument

Henry Ford College has adopted fair and ethical policies and processes for its Board of Trustees, administrators, faculty, and staff for the institution to operate with integrity in its financial, academic, personnel, and auxiliary functions.

<u>Governing Board</u>

HFC adheres to the <u>Community College Act of 1966 </u>(CCA), which sets requirements for the governance, control, and administration of community colleges in the State of Michigan (<u>Board Bylaws – Powers and Philosophy Bylaw - 0120</u>). The established district for the College is Dearborn and a small segment (the Fairlane District) of Dearborn Heights. Consistent with CCA Article 389.34, the Board of Trustees consists of seven members, each serving a six-year term and rotating through the roles of Chair, Vice Chair, Treasurer, and Secretary (<u>HFC Board of Trustees and Officers</u>). Elections by the citizens of Dearborn (the main tax base for the College) are staggered to enable orientation and successful integration of new Trustees and to preserve continuity of Board operations. <u>Board Bylaws 0144.2.I and 0144.3</u> require Trustees to disclose potential conflicts of interest and to refrain from activities deemed conflicts of interest.

Part 2 of the CCA defines the powers of a Board of Trustees (Articles 389.121, 389.122, 389.133, and 389.124). Complying with the CCA, the College's Board is the ultimate authority in educational and vocational-technical program and policy decisions and in the acquisition, sale, and maintenance of buildings and other physical resources, as described in the following documentation:

- the <u>Table of Organization</u>, which reveals a hierarchy culminating with the Board of Trustees;
- <u>Board Policy 1500</u> (Development of Administrative Guidelines) and <u>Board Policies 1200 and 1250</u> (the relationship between the President and the Board);
- <u>Board Bylaws 0132.2</u> (Administrative Guidelines) and <u>0133</u> (Judicial);
- the <u>College Constitution</u> Articles

  o I (establishing constitutional principles, including the faculty's role in making recommendations about educational policies to the President and the Board, who decide whether to adopt them),

  o II.A.1. (explaining that educational policies must be reviewed and approved by the Board, the President, and "other appropriate government agencies and officers"),

- o III.B.1. (describing the Senate's role as adviser to the President and the Board),

  - o IV.E. (specifying keeping the Board informed), and

  - o IV.H. and V.A.3. (describing the Board as the final arbiter in the policy veto and constitutional amendment processes);

- the Board of Trustees' Rights expressed in full-time faculty bargaining agreement, Article II; Adjunct Faculty Organization (AFO) bargaining agreement, Article IV; and Administrators Association bargaining agreement, Article III; and
- the Henry Ford College – Bylaws and Policies manual, which covers administration, finances, operations, professional staff, programs, property, public relations, students, support staff, and the Foundation.

Part 2 of the CCA mandates certain transparency practices (Articles 389.111 and 389.113), also adhered to by HFC. Public Board meetings occur at least monthly and are publicized on the College website; agendas, minutes, and Board Reports are available at those meetings or by contacting the President's office. Furthermore, faculty group contracts ensure transparency of Board actions with regard to labor negotiations: full-time faculty bargaining agreement (Articles III.B and III.C) and AFO bargaining agreement(Articles III.A and III.B). Finally, the College's Transparency Reporting webpage includes employee bargaining group contracts and financial information and reveals the College's adherence to State reporting mandates.

<div align="center">Personnel</div>

Fair, ethical treatment of personnel is established by College and Board policies, shared governance operations, and contractual language:

- The College website includes several relevant policies: Equal Employment Opportunities, Family Medical Leave Act, Drug Free Workplace, Sexual Harassment, Staff Ethics, Outside Activities of Staff, Dangerous Weapons, and Privacy Practices.
- Board Policy 4950 addresses nepotism in the employment of professional staff.
- The College Organization Handbook (Article II.D) and the College Constitution (Articles III.B and III.D) reveal how Senate standing committees, task forces, and ad hoc committees address ethical concerns; standing committees include Environmental Health and Safety, Fiscal Resources, Professional Problems, and Employment and Diversity. Faculty bargaining agreements further emphasize stakeholder involvement in problem solving and decision-making.
- Bargaining agreements for all employee groups emphasize conditions of safety, reasonable expectations, and performance standards. The faculty bargaining agreements articulate conditions of employment and provide for working conditions that will promote success of instructors and students (e.g., work load, class size, intellectual property rights, and performance evaluation that includes mentoring). Formal tenure and grievance procedures ensure that instructors have access to due process. Bargaining agreements for the Support Staff Association, Administrators Association, and the Dearborn Schools Operating Engineers Association contain similar provisions.
- The College's core values include acting with integrity, ethics, and respect.

In the 2005 Advancement Section: Report of a Comprehensive Evaluation Visit, the Higher Learning Commission raised concerns about adjunct faculty compensation. While this is clearly a financial resources issue, it is also an ethical issue related to fair compensation and to the ability to provide the

high-quality instruction that HFC professes to offer. That report states,

> The lack of resources has also precluded enhanced compensation to adjunct faculty. Numerous staff commented to the team that HFCC is no longer competitive in the adjunct market to find qualified staff….The team recommends a thorough review of compensation for adjunct faculty balancing the issues of competition and financial realities. (p. 6)

The formation of the Adjunct Faculty Organization and the bargaining of its first contracts address this inequity. The adjunct faculty bargaining agreement was reopened in Spring 2014 and will increase wages by 3.5%, 3.5%, and 3.25% over three years beginning in fiscal year 2015. Salary lanes and steps for advancement (Article XXXIII and Appendix A) exist as well. Furthermore, the contract stipulates compensation for professional development activities and committee involvement (Article XVIII) and for new hire mentoring and peer evaluation (Article XVII).

Academics

As required by the Higher Education Act of 1965, prospective and current students may easily access key information about the College, largely from the College website.

The Student Handbook (p. 45) explains expectations for college conduct, associated disciplinary procedures, and students' rights. The Student Conduct Policy and the Policy on Academic Integrity identify acceptable standards of conduct specifically for students. The Student Complaint Policy and Due Process Policy and Procedures provide mechanisms to ensure that alleged violations of any policies and procedures are investigated and remedied if necessary. In 2013, a Student Conduct and Compliance Administrator was hired to increase the effectiveness of case management and enforcement of policies and procedures.

Ethical academic behavior is reinforced at the course level. All instructors must include the College's Academic Integrity Policy in their syllabi and are strongly advised to review it with their students. The English and World Languages Division, where chances for plagiarism are great, built on the College policy to further define terms and reduce accidental plagiarism. Academic integrity is addressed most fully in the required composition courses: ENG131—Introduction to College Writing, ENG132—College Writing and Research, and ENG135—Business and Technical Writing and Research. Eshleman Library also offers online information about the ethical use of research. The College's efforts to educate students on the issues, not just to punish transgressions, is itself ethical.

Auxiliary Functions

Several policies contribute to the College's integrity in relation to student needs and Federal compliance. Refund and withdrawal dates are listed in the academic calendar. The Student Handbook contains, for example, policies on adding and withdrawing from courses, tuition refunds and payment policies, and attendance/never attended reporting to meet Federal Financial Aid requirements. It also states HFC's Tuition Freeze, Transfer Credit, and Job Skills guarantees.

Ensuring the College community's safety is paramount. The Emergencies, Injuries, and Safety/Security Incidents Policy (Article IV.D. of the College Organization Handbook) is supported by a 24/7 Office of Campus Safety. In 2010,the College fortified its approach by creating a Behavioral Intervention Team and reporting mechanism and by engaging in formal staff and student training in emergency preparedness. (This training was the focus of the 2011 Professional Issues Conference (for internal professional development) and facilitated by an expert consulting group, Patriot Services.) The HFC Alert! System broadcasts information about campus emergencies and

school closings via emails and voice mail messages; such information is also posted on social media sites. The College's Emergency Operations Plan is administered by the Executive Cabinet. The Science Department has a Safety and Hygiene Officer. Per the Clery Act, HFC also posts crime statistics.

The College's Information Technology Services website includes several policies regarding the ethical use of technology: GroupWise Email Policies and Procedures, College Data Storage Policies, and Acceptable Use Policy.

<div align="center">Finances</div>

The President works with the Vice President of Financial and Auxiliary Services to ensure the College's financial integrity. Also, the Board of Trustees has standing committees such as the Finance Committee, which monitors the College's finances, and the Audit Committee, which monitors the annual audit of the College's finances and internal controls. In addition to Board oversight, financial services of the College are directly managed by the Vice President of Financial and Auxiliary Services, who ensures that generally accepted accounting principles (GAAP) are used. Annual audits by the independent, certified accounting firm Plante & Moran verify adherence to such principles and the accuracy of financial statements. (See audits for 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014 (these reports cover the entire Dearborn Public School District but have sections specifically on the College) and a letter to the auditor detailing the College's ethical commitments.) The financial audit is presented to the Board, which votes on its acceptance.

For further discussion and documentation of the College's financial systems, including closing of the deficit, see criterion 5.

<div align="center">Steps for Improvement</div>

While the College clearly ensures its integrity through a combination of policies, bylaws, contractual language, and such, these documents can be difficult to find. Recognizing the need for transparency and accessibility to Board and College operating policies and procedures, a Continuous Process Improvement team studied the issue of organization, accessibility, accuracy, and clear delegation of power. In 2014, the team recommended implementing the following (see report):

1. Develop a process for organizing College-wide policies.
2. Create an online repository.
3. Set a review date for all policies.
4. Document, post, and communicate all new or revised policies within 30 days of change.
5. Designate individuals as policy coordinators.

All of the recommendations were approved by the President's Executive Council. Their implementation is progressing.

Sources

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- Website - Acceptable Use Policy _ HFC HelpDesk
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- Website - Office of Campus Safety (OCS) _ Henry Ford College
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- Website - Privacy Practices _ HFC Human Resources
- Website - Sexual Harassment _ HFC Human Resources
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- Website - Transparency Reporting _ Henry Ford College

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.

Argument

The College's media relations, website, social media, and other published materials represent the College clearly and completely to students and the public.

The Office of Marketing and Communications "represents and promotes the College by providing a variety of services and ensuring College-wide standards." The department provides guidelines for the College community for the distribution of news and press releases, as well as the use of social media and the creation and maintenance of websites on its secured, internal website. It works with departments and other areas of the College to provide accurate online and print information.

The College website contains a wealth of information for prospective and current students and their families to enable informed decisions.

- "About HFC" and other website pages describe the College's history, culture, mission, vision, and values as well as accreditation, student guarantees, and information about the Board of Trustees and major areas of the College. Information is often duplicated as brochures or other print materials.

- The College Catalog contains information on admissions and registration requirements and procedures, academic program degree and certificate requirements, course offerings, directories to campus services and to administrators, faculty, and staff, and a student handbook detailing extracurricular activities, student support services, academic and student conduct policies, and privacy practices. Accreditation information for the College and for individual career education programs is also provided.

  Historically and in the past few years, the College has struggled to produce an annually updated College Catalog; no hardcopy catalog exists for the 2013-2014 academic year, though it is archived online. Recently a Continuous Process Improvement team analyzed this problem and issued a report with strategies that are improving this process.

- The Gainful Employment Disclosure provides information about employability and completion costs and rates for occupational certificate programs.

- The Financial Aid site details the types of aid available, eligibility requirements, and application procedures, provides access to relevant forms and cost of attendance breakdowns, and provides calculators and a tool for comparing HFC tuition with the tuitions of area competitors. Additional help is provided by the Office of Financial Aid; Financial Aid Associates are available by phone or email.

- Scholarship information is available through the College website and through third-party software, Academicworks, where students can locate and apply for scholarships for which they are eligible.

The website also has a section on online learning, which describes levels of online coursework and provides tools for students to assess their technological skills and resources, time management skills, and other factors that are critical to student success in this especially challenging learning medium. Together with the course prerequisites (which are consistent regardless of delivery format), this information helps students choose their optimal learning environment.

As a community college, HFC acts as a bridge between high school and four-year degree institutions. The Pathways webpage describes special types of students, including high school students enrolled at HFC through special programs, guest and international students, and senior citizens. It also contains information about course placement, transfer of credits, and articulation and transfer agreements with four-year colleges and universities. Alternatively, this information may be obtained from the University Transfer, Advising, and Career Counseling Center and Academic Advising.

Much information on the College website regards HFC's financial accountability to the public. The Transparency Reporting page provides the collective bargaining agreements and benefits packages of the five union-represented employee groups, annual budget and audit information, and capital outlay plans.

The Student Consumer Information page contains information mandated by the Higher Education Act of 1965, including health and safety information, information about financial assistance, and student outcomes information, such as graduation and transfer-out rates, retention rates, and job placement rates. It also contains other College information that helps students make informed decisions about their education.

Although it is an entity independent of the College, the HFC Foundation occupies an area of the College website and provides information about charitable donations and fundraising, scholarships, and the recently resurrected Alumni Association.

Sources

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- Website - Pathways _ Henry Ford College
- Website - Student Consumer Information _ Henry Ford College
- Website - Transparency Reporting _ Henry Ford College

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.

Argument

2.C.1.

The governing board's deliberations reflect priorities to preserve and enhance the institution.

As indicated by meeting agendas, meeting minutes, and special reports and presentations, Board deliberations prioritize the preservation and enhancement of the institution through strong fiscal management, review and evaluation of College operations, and academic growth and sustainability. Topics relate to the various College functions and departments and include budget and audit presentations, special reports on academic programs and contract bids for special projects, and other fiscal management concerns; personnel hiring and reclassifications; creation and elimination of new degrees and programs; creation of or changes in academic policies and procedures for improved student service, retention, and success; and facilities planning. Presentations may be made by the College Senate or Senate standing committees, by Continuous Process Improvement teams, and by ad hoc groups such as the Shared Leadership Task Force (see criterion 1). Meetings also include informational presentations to educate the Board on the College's accomplishments, for example, reports on the Honors Program (including information on highly successful transfer students), on the Automotive Service (ASSET) Program (reflecting the College's fulfillment of workforce development needs), and on the CHAMPS pilot program (enhancing academic success of College athletes). Subcomponent 5.D.1. provides examples of Board meeting agendas and special reports.

While the Board operates with a degree of autonomy, its accountability to the State of Michigan creates checks and balances. Performance indicators used by the State to calculate funding allocations determine the Board's priorities, and the Board approves and submits an annual local strategic value resolution to the State Budget Director certifying that the College meets at least the minimum number of best practices, thus justifying receipt of public funding.

2.C.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.

The Board of Trustees implements policies and requirements pertaining to public education and addresses the needs and desires of local businesses and the residential community, per Bylaw 0120.

Several factors support informed decision-making by the Board: the Board's conferment with the President, regular presentations and reports to the Board regarding policies, initiatives, and finances by internal and external parties, and monthly open Board of Trustees meetings (per Michigan Open Meetings Act 267) with opportunity for comments from employees and the public. The Board also operates under Bylaw 0131.1, which states that proposed Board actions not dictated by law may not be voted on in the meeting at which they are introduced, and Bylaw 0144.2, which describes the methods by which trustees become informed about the issues. These bylaws allow for careful deliberations and further vetting if necessary prior to decision-making. Also, the President's entire Cabinet attends Board meetings to answer questions, provide clarification, and elaborate on discussion items.

HFC is part of the Dearborn Public Schools District, which facilitates deliberations over issues that may affect secondary schools since the Board of Trustees also acts as the Board for grades K-12.

2.C.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.

The College's organizational and governance structures, the Board's policies and bylaws, and the election of the trustees by Dearborn residents secure the governing board's independence from outside influences that may not benefit the College.

Collaborative decision-making in open public meetings and the trustees' positions as elected public officials reflect the Board's accountability to the community. Election of trustees conforms to the Community College Act of 1966 (section 389.34). The seven elected trustees, who are Dearborn residents, serve staggered, six-year terms; turnover helps to prevent control by special interests. Furthermore, because decisions require majority votes, one trustee cannot exert undue influence. Trustees also rotate as Chair, Vice Chair, Secretary, and Treasurer.

Policies and procedures exist to protect the Board's integrity. Bylaw 0144.2, adopted from the National School Boards Association, defines "trustee ethics." Potential conflicts of interest are addressed through both State statute and internal policy (Conflicts of Interest Policy 1100).

The Foundation as a fund-raising body has its own Board of Directors and Bylaws. As an entity distinct from the College, it does not unduly influence the Board's deliberations and decisions even though the Vice President of Development sits on the President's Cabinet.

2.C.4.

The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

As stated in the College Constitution, Article I.D., "The three responsible agents - faculty, administration and governing board - should endorse the principle of joint responsibility and endeavor to work out a judicious balance in the area of their collective responsibilities." Thus while the Board of Trustees makes the final decisions about policies, hiring, financial issues, and the like (see component 2.A.), administration manages the College's daily operations, and faculty handle academic matters.

Delegation of daily responsibilities to the College President is explained in several Board of Trustees documents, such as Administration Policy 1500, which states, "The Board of Trustees delegates to the President the function of designing and implementing the guidelines, required actions, and detailed arrangements under which the College will operate." Bylaw 132.1 dictates the Board's appointment of "a College President who shall enforce all applicable legislation, rules, regulations, and policies specifically related to Henry Ford Community College." Administration Policy 1250 further describes the President's responsibilities and role in institutional planning.

As was true of the 2005 structure (see HFCC 2005 Self-Study, Appendix A), the January 2015 organizational structure facilitates the President's delegation of duties to administrators, who may further delegate to middle management, faculty and staff who report to them. The President's Cabinet now consists of seven Vice Presidents:

- Academic Affairs
- Administrative Services
- Development
- Financial and Auxiliary Services
- Information, Marketing and Effectiveness
- Legal Services
- Student Affairs

The College Constitution dictates faculty authority over academic matters. Article I.C. reads,

> The development of college and university teaching as a profession has produced a scholarly community of talent fully qualified for an active and responsible part in institutional government. The faculty, which is entrusted with primary tasks for which educational institutions are organized, is the essential participant, by virtue of its particular competence, both in recommending and in carrying out decisions on College educational policy as determined by the Board of Trustees and the President.

The Constitution outlines the procedures for accomplishing the principles above; because it is part of the full-time faculty bargaining agreement (see Article IV.E.), the Constitution preserves faculty oversight of academic matters (discussed in subcomponent 3.C.1. and criterion 4).

Sources

- CHAMPS Life Skills Program
- Community College Act of 1966 - Act 331
- Community College Funding Allocation Formula
- Constitution for the College Organization - Old
- Full-time Faculty Bargaining Agreement 2013-2018

- HFC Administration Policies
- HFC Board of Trustees - Bylaws
- HFC Foundation Bylaws
- HFCC 2005 Self-study
- HLC 2005 - Report of Comprehensive Evaluation Visit
- Local Strategic Resolution
- Open Meetings Act 267 of 1976
- Organizational Chart
- Website - Automotive Service (ASSET) _ Henry Ford College
- Website - Board of Directors _ HFC Foundation
- Website - Continuous Process Improvement _ HFC Portal
- Website - Henry Ford II Honors Program _ Henry Ford College
- Website - Shared Leadership Task Force _ HFC Portal

2.D - Core Component 2.D

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

Argument

The College's commitment to freedom of expression and to truthful education is rooted in the previous and current mission, vision, and values statements.

Freedom of expression for administrators, faculty, and staff is secured through various policies and agreements. The full-time faculty (Article IV.F.) and adjunct faculty (Article VIII) bargaining agreements contain academic freedom clauses that cover teachers in their roles as public citizens and as professionals. The shared governance structure and the appeals process defined in the College Constitution encourage open discussion and debate. The College's Computer Systems Acceptable Use Policy focuses on defining unprofessional or illegal use of technology without discouraging or restricting "freedom of inquiry or freedom of criticism." The tenure provisions for full-time faculty and the due process procedures for full-time and adjunct faculty offer protection from retribution for expressing dissenting views (full-time faculty bargaining agreement, Article V; adjunct faculty bargaining agreement, Article XXIX).

Freedom of expression by the public is ensured. Board meetings follow the Open Meetings Act, have dedicated times for public comment, and may receive press coverage. As directed on the Board of Trustees webpage, the President's Executive Assistant may be asked to forward comments and other information to the trustees. Finally, requests may be made to be added to Board meeting agendas for presentations on special topics. Board of Trustees Bylaw 0123.A reinforces this value: "the citizens shall be urged to bring their aspirations and concerns about the College to the attention of this body."

Students' freedom of expression is also protected, as several parts of the Student Handbook make clear. Students are covered by the same Computer Systems Acceptable Use Policy as staff. The Student Conduct Policy (p. 45) explains, "Students at HFC have the same rights under the constitutions of our nation and state as other citizens. These rights include freedom of expression, press, religion, and assembly." The policy explains the difference between unacceptable speech that is threatening or harassing to others and acceptable speech that is "the expression of reasoned dissent and voicing of unpopular views." Furthermore, the Student Complaint Policy (p. 46) ensures students due process in resolving conflicts or challenging academic or administrative actions. Both the College's student newspaper (the Mirror News) and the College's radio station (WHFR 89.3) operate independently and without discrimination against diverse views or influence from special interests.

Pursuing truth in teaching and learning depends not only on free expression but also on well-informed, responsible discussion and debate. Perhaps the most important factor is the College's insistence on instructor expertise. Article IV.A. of the full-time faculty bargaining agreement establishes minimum education requirements and involvement of expert faculty in the hiring of new instructors. Several contract provisions ensure that the expertise of full-time faculty is maintained throughout their employment: Article V (the probation and tenure process), Article XV (professional improvement provisions), and Article XVI (the faculty evaluation process). The adjunct faculty bargaining agreement contains similar provisions: Article XVII (performance evaluation and mentoring) and Article XVIII (professional development). Certain programs, particularly in the career

and technical areas, mandate continuing education and re-certification.

As disciplinary experts, instructors develop curricula and select teaching resources and methods (College Constitution, Article I.C.). While each instructor has the prerogative to determine his or her own approach to a course, divisions and departments, often through their own curriculum committees, use Course Masters (which define appropriate consistency among all sections of a course) and syllabus templates to provide students with the same learning opportunities and outcomes, regardless of section or instructor. In other words, an individual's academic freedom does not compromise pursuit of disciplinary truths.

Full access to information also enables the pursuit of truth, even as "truth" evolves within disciplines. Support comes from, for example, internal and external professional development, extracurricular lectures and other activities, and plentiful general and disciplinary-specific research databases. Career program advisory boards and combining coursework with real-world experience (for example, through externships, co-operative education, and service learning) enable students and faculty to refine their understanding and application of academic concepts and skills.

Sources

- Adjunct Faculty Bargaining Agreement 2013-2017
- Constitution for the College Organization - Old
- Full-time Faculty Bargaining Agreement 2013-2018
- HFC Board of Trustees - Bylaws
- HFC Mission Statement
- HFCC Mission Values Beliefs to Feb 2014
- Instructions for Completing the Course Master Form
- Syllabus Template
- Website - About Us _ Mirror News
- Website - Acceptable Use Policy _ HFC HelpDesk
- Website - HFC Board of Trustees and Officers _ Henry Ford College
- Website - WHFR 89.3 _ Henry Ford College

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.

Argument

2.E.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.

Several policies and support services ensure the integrity of research and scholarly practice of faculty, staff, and students.

Policies governing the use of computer technology and software ensure that information is effectively and legally used. The Computer Systems Acceptable Use Policy requires that faculty, staff, and students are adequately trained or already proficient in hardware, software, and network use prior to access. This training occurs through professional development and through documentation provided by the Office of Instructional Technology, by the Center for Teaching Excellence and Innovation (CTEI), and by Information Technology and Facilities Services, which was formed relatively recently and incorporates the area that used to oversee technology: the Office of Administrative Data and Voice Communications (DVC). (DVC is referenced in some policies.) The Computer Systems and Software Policies and Procedures establish rules related to software licensing and security and explain the penalties associated with unethical use of hardware or software. Implementing universal usernames and passwords in 2007 enabled easier oversight of the College's network resources. Limiting access to employees and currently enrolled students helps to protect against external threats and is critical for complying with vendor licenses. For example, the research databases that Eshleman Library subscribes to and that are funded in part through student fees are password protected.

Several safeguards exist related to sensitive information. The Staff Ethics policy mandates that faculty and staff maintain appropriate confidentiality and that they use information in ways consistent with their professional roles at the College and with the well-being of the institution and its constituents. The Privacy Practices policy requires faculty, staff, and students to adhere to Federal and State legislation and guidelines and defines key legislation, such as the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The Center for Teaching Excellence and Innovation (CTEI) has offered training sessions for instructors on applications of FERPA in the higher education setting.

As a centralized office with programming and reporting expertise, the Office of Information, Marketing, and Effectiveness ensures the integrity of data required for planning, policy-making, and government reporting. This office "is responsible for ensuring the accuracy of vital college statistics and for reporting these data to a broad spectrum of constituents." It adheres to the Code of Ethics and

Professional Practice of the Association for Institutional Research.

Research projects by faculty, staff, administrators, and students have evolved to incorporate surveys and other methods of firsthand data collection. Consequently, the College established an Institutional Review Board in Fall 2014 to ensure the ethical treatment of human subjects.

Students' integrity as researchers and scholars is developed and enforced through various academic policies and support services. Annually, the Vice President of Academic Affairs sends information regarding copyright regulations to instructors, who not only apply the regulations to their own professional activities but also relay the information to students. These copyright guidelines are also posted near photocopying machines. Students may easily access policies and procedures for ethical use of computer resources and information through the Student Handbook and the Student Consumer webpage (which contains links to pages on FERPA, copyright, and academic dishonesty). The Learning Lab reinforces these policies and procedures via its English Tutoring Academic Honesty Agreement, which students must read and sign before receiving tutoring; this agreement not only includes the Communication Division's academic integrity policy (developed in tandem with the college-wide policy) but also explains the limitations on a tutor's input in order to maintain the integrity of the students' writing. Services such as the source documentation expectations and guidelines posted on the library's website and the research and documentation webpage on the Learning Lab site provide all students with tools needed to act with academic integrity, regardless of whether specific training is offered in their courses. Through the Communications Division, instructors college-wide have access to Turnitin software to detect plagiarism.

2.E.2.

Students are offered guidance in the ethical use of information resources.

Several degrees of information literacy instruction exist to enable students' ethical use of information.

As discussed in component 2.D. and subcomponent 2.E.1., guidance begins with students' introduction to academic integrity definitions and policies through the Student Handbook, the Student Consumer webpage, and, most important, course syllabi, all of which must include the College's academic integrity policy. Furthermore, the Information Literacy General Education requirement (which is combined with Critical Thinking in the new outcomes that take effect in Fall 2015) ensures that all degree recipients understand and act according to the ethical use of information. The College's new student orientation also addresses academic integrity.

Explicit instruction on the ethical use of information sources occurs mainly through composition courses. Associate degree candidates currently take two college-level composition courses to graduate. English 131 (Introduction to College Writing) introduces students to methods of integrating others' writing into their own. For a second-semester composition course, students choose between English 132 (College Writing and Research) and English 135 (Business and Technical Writing and Research), both of which focus primarily on conducting scholarly or professional research and formally citing and synthesizing research results in an academic research paper or a professional report. *Easy Writer* is currently used in all sections of English 131 and carried into English 132 and English 135; this handbook provides detailed information on conducting research, using formal source documentation styles (such as the Modern Language Association and the American Psychological Association), and differentiating between quoting, paraphrasing, and summarizing research results.

Other courses that are not General Education course requirements also provide instruction and practice related to ethical use of information (see examples of relevant course learning outcomes). They include courses in Science, Philosophy, and Health Careers. Throughout the two-year Nursing program, providing care and managing information "within an ethical and legal framework" are emphasized. See, too, Ethical Use of Information in Science Coursework.

Support services provide guidance to all students. Instructional sessions and tours by librarians may be scheduled by instructors and are often customized to fit specific class projects. Further guidance may be accessed through the library's "Research and Learn" section and through the Learning Lab's tutoring services and research and documentation page, as described in subcomponent 2.E.1.

2.E.3.

The institution has and enforces policies on academic honesty and integrity.

As demonstrated in component 2.D. and subcomponents 2.E.1. and 2.E.2, the College's policy on academic honesty and integrity is widely publicized and incorporated into all course syllabi. That policy defines academic dishonesty and delineates the progressive penalties for dishonest behavior. Because plagiarism can be a particularly complex form of dishonesty, the Communications Division policy elaborates on the college-wide policy. Students charged with academic dishonesty may appeal through the Student Complaint Policy and Procedure .

Academic dishonesty cases are tracked. The Student Conduct and Compliance Administrator tracks infractions and shares that data with the Registrar. The Registrar's office records reported cases of academic dishonesty. New procedures for tracking and reporting were implemented in 2009; post-2008 data are probably more accurate than data from prior years. Enforcement also, of course, occurs within courses; in cases such as accidental plagiarism, infractions might not be reported to the Registrar on the first offense but might instead be used as learning opportunities.

Sources

- Academic Dishonesty - 2005-2014
- Compliance with Copyright Act - Memo
- Course Master Examples_Ethical Use of Info
- English and World Languages Division Policy on Plagiarism
- Ethical Use of Information - Course List
- Ethical Use of Science Information
- General Education Outcomes Comparison 2007 vs 2014
- HFC Privacy Practices
- Institutional Review Board Registration
- Nursing Course Outcome Map - Ethics
- Student Conduct and Compliance Administrator
- Student Incident Report
- Syllabus Template
- Turnitin software

- Website - Acceptable Use Policy _ HFC HelpDesk
- Website - Citation Guides _ HFC Eshleman Library
- Website - Code Of Ethics and Professional Practice (Code)
- Website - Computer Systems and Software Policies and Procedures _ HFC HelpDesk
- Website - English Tutoring Academic Honesty Agreement (Required)
- Website - HFC Eshleman Library
- Website - Library Instruction _ HFC Eshleman Library
- Website - Privacy Practices _ HFC Human Resources
- Website - Research and Documentation _ HFC Learning Lab
- Website - Staff Ethics _ HFC Human Resources
- Website - Student Consumer Information _ Henry Ford College

2.S - Criterion 2 - Summary

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

Summary

Policies for the Board of Trustees and for the College and adherence to the State of Michigan's Community College Act of 1966 establish an ethical framework for the institution. The Board's policies and bylaws address issues such as avoiding conflicts of interest, assuming ultimate authority over the institution without hindering its daily operations or its reliance on employee expertise, and ensuring that discussion and reflection precede Board actions. Other documents, such as the Constitution and bargaining agreements, recognize the Board's authority. Within the College community, shared governance encourages freedom of expression and balanced decision-making, and many policies and procedures maintain a safe environment conducive to learning. Financial oversight by the President and Vice President of Financial Services has two important checks and balances: finance-related committees of the Board of Trustees and annual, external audits by a certified accounting firm.

Ethical, responsible conduct is reinforced by transparency practices and by principles governing the use of information. The College website conveys information about academic programs, educational pathways, policies, support services, and such, enabling students to make educated decisions regarding their education. The transparency webpage discloses to the public critical budget information, collective bargaining agreements, capital outlay plans, and other statistics. Ethical, responsible use of information by employees and students is upheld by College policies, department/division policies and materials (such as the library's resources on documenting sources of information), and curriculum, as is appropriate given the Information Literacy General Education requirement.

Sources

There are no sources.

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).

Argument

3.A.1.

Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

The College ensures currency and appropriateness of its courses and programs by addressing the needs and expectations of transfer institutions, industry and employer standards, and Federal funding mandates.

Instructors collaborate in developing and updating courses. Given their expertise and firsthand knowledge about HFC's student body, faculty within each department/division determine prerequisites, course content, learning objectives, and assessment methods. See, for example, the Nursing Division Faculty Handbook (pp. 18-25), the Business and Computer Technology Division proposed policies, and the Mathematics Division Handbook (section III). Instructors of non-programmatic support courses, such as composition, may join other areas' advisory boards or collaborate with other divisions to ensure the relevance of support courses. For example, instructors of ENG 135 (Business and Technical Writing and Research) have been members of the Management Programs Advisory Board, instructors of ENG 132 (College Writing and Research) have worked closely with the Nursing Division, and a Reading instructor sits on the Pre-Education Advisory Board. Collaboration with industry peers serving on program advisory committees (see Perkins advisory committee requirements) ensures that course curriculum keeps pace with industry needs.

The College Organization Handbook (Policy III.A.295) and College Council bylaws require all courses and programs to have measurable, peer-reviewed learning outcomes that have been approved by departments/divisions and the College Council, an interdisciplinary body of faculty and administrators. Faculty use a common template to create course masters (see Course Master guidelines and Curriculum Management Handbook), which ensure that all sections of a course have consistent learning outcomes. The College Council looks for duplication of courses and considers

program requirements and course sequencing. Departments, divisions, and the College Council review course masters at least every five years. See reports for 2012-2013, 2013-2014, and July-November 2014.

Appropriate levels of performance are evident in curriculum equivalency agreements with various institutions. HFC participates in the Michigan Transfer Agreement and maintains program articulation agreements with many colleges and universities. Also, the Secondary Articulation Agreement application ensures equivalency of learning in any high school course that is transferred to HFC for credit.

Programs are regularly reviewed for quality. Perkins-funded programs have advisory committees of external industry experts and program faculty; committees meet biannually to review curricula and program requirements, including levels of student performance (see Functions of an Occupational Advisory Committee). Program Review for Occupational Education (PROE) is required for all State-approved programs; it uses data to recommend improvements in a program's Core Indicators. Recently replacing PROE is the College's new program review cycle (see Program Review Handbook), which includes the Developing a Curriculum (DACUM) process for evaluating the alignment between employment requirements and program learning outcomes. A DACUM panel of industry experts performs this process. A gap analysis prompts curriculum modification. All Perkins state-approved Career and Technical Education programs are required to conduct third-party assessments. External accrediting bodies dictate program review methods, criteria, and reporting.

In 2011-2012, the College joined Cohort 3 of the Higher Learning Commission's Pioneer Pathways and participated in the evaluation of the Degree Qualifications Profile (DQP) as part of a commission-sanctioned Quality Initiative. While the explicit purpose of HFC's DQP Quality Initiative was to provide the HLC with DQP feedback, our project also proved useful in better defining and assessing learning outcomes for various associate degrees (see HFCC DQP Final Report).

Reevaluation of General Education outcomes every five years (subcomponent 3.B.1.) contributes to course and program currency and appropriateness.

These layered, systematic review processes create a robust, dynamic catalog of courses and programs that support over 100 certificates, associate degrees, and transfer options and that have well-established, carefully vetted learning outcomes.

3.A.2.

The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The Graduation Requirements webpage contrasts the general requirements for an associate degree with those for a certificate. The College also publicizes more discipline-specific learning outcomes for associate and associate in applied science degree programs. Program learning outcomes for certificates will be in the 2015-2016 College Catalog.

HFC has brought into compliance the General Education outcomes credit requirements for the Associate of Applied Science and Associate of Business degrees. Prior to the 2015-2016 Catalog year, the Critical Thinking General Education degree requirement has allowed for any class numbered 100 or above to be counted. Although this allowed our degrees to adhere to the 15 credit minimum, it

also meant that our degrees technically had 60 credits of General Education. Since standard practice is to select specific courses to meet the General Education requirement and the corresponding 15 credit minimum, all degree programs now adhere to these standards.

Certificate learning outcomes need clarification. The Graduation Requirements webpage identifies three tiers of certificates, each listing its general performance expectations:

- Level 1: performing basic tasks when working independently and assisting in the performance of more complex tasks.
- Level 2: solving moderately complex problems and performing advanced tasks independently.
- Level 3: solving complex problems, completing complex tasks, and adapting to different situations. The student must have a related associate degree or higher or at least two years of recent work experience.

However, each particular certificate does not indicate level of performance. To avoid confusion and ensure appropriate student registration, such labeling will be considered.

When legislation was passed allowing community colleges to grant certain baccalaureate degrees, HFC analyzed the feasibility of such expansion (Senate Task Force report on baccalaureate degrees). HFC plans to launch a new Bachelor of Science in Culinary Arts Program as early as Fall 2015, pending Higher Learning Commission approval. This program will combine knowledge and skills achieved through its existing Hospitality Management and Culinary Arts associate degrees with upper-level coursework and learning outcomes in General Education and within the major (Bachelor of Science in Culinary Arts Program Proposal). Students may obtain specialized skills certificates, each with its own performance outcomes, while working toward their bachelor's degrees (Bachelor of Science in Culinary Arts Credential Ladder).

3.A.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).

HFC applies identical program and course learning goals and assessments regardless of location or delivery method.

Collegiate Academy, Early College, and dual enrollment students are taught by HFC instructors who use approved course masters, and all must take the same placement tests and satisfy the same course prerequisites. With few exceptions, such as COLL 101 (College Success), Early College and dual enrollment students take classes with older students to experience college-level class discussion and collaboration.

Course masters standardize learning outcomes regardless of the mode of instruction. The HFC credit hour definition reinforces equivalency in learning. Evaluation of HFC Distance Education: Compliance with Higher Learning Commission's Nine Hallmarks, a report produced by the Instructional Technology Committee (a standing committee of the College Senate), reveals equivalencies between online and on-campus classes.

Mechanisms exist to achieve parity between on-campus and distance education. To protect course and

program integrity, Article XII of the full-time faculty bargaining agreement mandates identical class size and oversight by the relevant departments/divisions for both modes of delivery. Furthermore, the Instructional Technology Committee's Quality Guidelines for Online Teaching provides rubrics and checklists for course development and design that help instructors address technological and other challenges unique to online learning, without compromising learning quality.

Student evaluations of full-time faculty suggest that learning modality does not significantly affect course/program quality or student satisfaction. Online courses taught by full-time faculty are evaluated by students using the Online Course Evaluation Form, which is comparable to the Course Evaluation Form used in on-campus and hybrid classes. A report analyzing professional development needs states, "For 2013, the on-campus classes showed a range of 3.6-3.8 (4.0 signifying the highest student satisfaction) for responses to questions related to course content, management, and skill/expertise of the instructor; with the exception of one question, the online class evaluations showed a similar range: 3.5-3.9." These results are encouraging but based on limited data. In the Winter 2015 semester, a Senate task force, a Presidential steering committee, and the Instructional Technology Committee began an in-depth examination of online education at the College.

One gap has already been identified: online classes taught by adjunct instructors are not formally evaluated. However, a procedure is being created that will enable additional comparison of online and on-campus course quality.

Sources

- Bachelor of Science in Culinary Arts - Credential Ladder
- Bachelor of Science in Culinary Arts - Program Proposal
- Business and Computer Technology Division Policies
- College Council Course Master Review 2012-2013
- College Council Course Master Review 2013 2014
- College Council Course Master Review 2014 2015 as of Nov 2014
- College Organization Handbook - December 2014
- Council Bylaws
- Course - Evaluation Form
- Curriculum Management Handbook
- Evaluation of Distance Education - Nine Hallmarks
- Full-time Faculty Bargaining Agreement 2013-2018
- Functions of Occupational Advisory Committee
- General Education Outcome Review Process
- HFC Articulation Agreements
- HFC Credit Hour Definition
- HFCC DQP Final Report
- Instructions for Completing the Course Master Form
- Math Division Handbook
- Memo on Professional Development - Feb 2014
- Michigan Transfer Agreement Handbook
- Nursing Division - Faculty Handbook
- Online Course - Evaluation Form
- Perkins Advisory Committee Membership Requirements

- PROE Handbook
- Program Review Handbook
- Quality Guidelines for Online Teaching
- Secondary Articulation Handbook and Application
- Senate Task Force Report on Baccalaureate Degrees
- Technology Plan 2013-2018
- Website - Council-Approved Course Masters _ Curriculum Tools
- Website - Degrees and Certificates _ Henry Ford College
- Website - Dual Enrollment Students_ Attending Both High School & College _ Henry Ford
- Website - Graduation Requirements _ Henry Ford College
- Website - University Approved Courses _ Henry Ford College
- Website - University Center

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.

Argument

3.B.1.

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

To ensure alignment with the College's mission, curriculum, certificates, and degrees, General Education outcomes are developed, periodically reviewed, and updated by a cross-section of faculty and other members of the College and the community; the outcomes then go to the College Organization (full-time faculty and administrators) for approval.

Since 2007, the College has subscribed to five General Education requirements rooted in its mission to enable students to negotiate diversity, employ technology, think critically, communicate in various settings, and act with integrity:

- American Society, Events, Institutions, and Cultures
- Computer Literacy
- Critical Thinking
- Information Literacy
- Written Communication

Updating the General Education requirements coincided with revision of the mission in Winter 2014, and strong alignment between the two was maintained. Most notably, the newly approved outcomes, effective in Fall 2015, emphasize cultural diversity more strongly (addressing a concern in HLC's 2005 accreditation report), recognize the interconnection between critical thinking and information literacy (now combined into the same outcome), and add quantitative literacy. These General Education outcomes compare well with the new mission, which includes fostering "independent,

critical, and creative thinking, and … diversity, tolerance, understanding, and acceptance to prepare learners to succeed in a global society."

Through an inclusive process, General Education learning outcomes are reviewed at least every five years and updated as needed (see General Education Assessment Procedures for 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015). The process for the most recent update guaranteed the outcomes' appropriateness by incorporating college-wide feedback through a Strategic Conversation and forums as well as in-depth research on other community colleges (including Achieving the Dream Leader Colleges), transfer institutions, and employer needs and expectations. After the task force made a recommendation to the Senate, College community surveys, forums, and Senate discussions generated revised outcomes, which were approved by the Senate and the College Organization at the end of the Winter 2014 semester.

3.B.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.

HFC's General Education requirements, rationale, and methods of implementation appear in the College Catalog (p. 7) and on the website.

The assessment framework is becoming more comprehensive. Over the past 10 years, departments and divisions have benefited from course-based, formative assessment. However, formative assessment college-wide has been patchy, and summative assessment has been limited. The assessment process is evolving to encompass General Education outcomes embedded throughout the curriculum, not just in the most obvious courses (see solicitation of courses). Furthermore, the 2013-2015 Strategic Plan (6a) focuses on better integrating General Education outcomes into programs.

This shift addresses a concern in the HLC's 2005 accreditation report:

> While it is important to conduct the initial assessment of general education outcomes at the time students take the individual courses that HFCC has identified, the notion that institutional success in implementing general education outcomes may also be reinforced and assessed in other courses is also very important….measured skills in multiple courses may prove effective and beneficial. (p. 4)

The HLC also promoted summative assessment. Expanding the courses approved for General Education will enable the College to document stages of learning development and to integrate capstone courses into the process, facilitating summative assessment.

The new process also pursues consistent college-wide General Education performance expectations. Because assessment rubrics in the past were developed for specific projects by individual departments/divisions, expectations for each outcome varied. During Spring/Summer 2014, interdisciplinary faculty teams drafted rubrics for each outcome. These drafts were discussed in forums in September 2014 and are being piloted. If approved, they will apply to assessment projects college-wide beginning Fall 2015.

Currently, General Education outcomes are not well integrated into certificate programs; this weakness will be addressed by the Academic Affairs Leadership Council in 2015-2016.

3.B.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.

HFC degree programs develop students' skills in information management, analysis, creativity, and adaptability in several ways.

The College's current (2007-Summer 2015) and forthcoming (starting Fall 2015) General Education requirements, applicable to all degree programs, clearly align with the expectations identified in subcomponent 3.B.3.:

Type of Skill (breakdown of list in subcomponent 3.B.3)	Presence in Current General Education Outcomes	Presence in Forthcoming General Education Outcomes
Collecting, analyzing, and communicating information	• Information Literacy • Written Communication	• Critical Thinking and Information Literacy • Communication—Written and Oral
Mastering modes of inquiry or creative work	• Critical Thinking • American Society, Events, Institutions, and Cultures	• Critical Thinking and Information Literacy • Quantitative Literacy • Civil Society and Culture—US and Global
Developing skills adaptable to changing environments	• Computer Literacy • American Society, Events, Institutions, and Cultures • Written Communication	• Computer Technology • Civil Society and Culture—US and Global • Communication—Written and Oral

Furthermore, draft rubrics for each new outcome (Critical Thinking and Information Literacy, Oral and Written Communication, Quantitative Literacy, Computer Technology, and Civil Society and

Culture) define levels of learning leading to mastery.

Skills listed in subcomponent 3.B.3. extend beyond General Education. For example, HFC's Degree Qualifications Profile (DQP) project (see DQP final report) documents how Program Learning Outcomes (PLOs) align with and reinforce General Education outcomes. Also, students in the Henry Ford II Honors Program undertake Honors Directed Studies wherein they work with faculty to pursue well-defined research questions and then present their results to the College community at Honors Day.

Adaptability to changing environments is embedded in programs through experiential learning. Eleven associate degree programs include one or more co-op courses, Health Sciences programs incorporate clinical placements, and third-party accrediting bodies and industry advisory committees verify that programs incorporate real-life scenarios requiring flexibility.

3.B.4.

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Students learn about diversity through extracurricular activities and events, student clubs, and Student Services (subcomponent 1.C.2.) and through the curriculum.

The General Education program leads students to understand how human and cultural diversity shapes personal and workplace contexts and experiences. Recent revisions to the outcomes will only strengthen this learning. From 2007-present, the American Society, Events, Institutions and Cultures outcome has engaged students in studying sociological and political diversity in the United States. Given globalization of the workforce, educational institutions, and the like, this General Education outcome has been expanded to Civil Society and Culture—US and Global, wherein the United States is contrasted with other countries' socio-economic and political environments and "diversity" is more specifically defined: "patterns of diversity or inequality, including racial, ethnic, religious or gender differences." Many courses (e.g., BBA 205—International Business, BBA 290—Study Abroad in International Business, SOC 251—Ethnic and Racial Diversity in Society, POLS 200—Introduction to Peace and Conflict Studies, NSG 210—Healing Practices in Holistic Nursing, and World Languages courses) and several programs (e.g., Religious Studies and International Business) pursue this outcome. Specific course offerings in, for example, History, Literature, and Psychology also reveal HFC's commitment to diversity-related education.

Through service learning and community service requirements of the Henry Ford II Honors Program, students interact with diverse populations. Honors students' community service projects include

- working at HFC's Child Care Center, where over 90% of children are African American or Arab American;
- working in HFC's English Language Institute (ELI), where Honors students help ELI students from a variety of countries develop English language skills and where multicultural holidays and traditions are introduced; and
- responding 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 are illiterate.

3.B.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.

Faculty and students pursue knowledge, scholarship, and creativity in many ways, as expected given the previous and new mission statements, which refer to creativity, critical thinking, and independent thought.

Faculty endeavors beyond the classroom enrich teaching. Faculty and staff awards and achievements include a Fulbright Scholar, book and journal article publications, an innovations award, the Mayor's Arts Award for Educator of the Year, and numerous works of fiction and poetry. Hashim Al-Tawil, Art History instructor, may be the most prolific; see his record of publications, presentations, awards, and service on various Boards. Many faculty have also received tuition reimbursement to pursue advanced degrees and certifications related to their fields of teaching. Some instructors are not only members but also officers of professional organizations (for example, see the partial list for 2014-2015).

Faculty presentations enrich the academic environment and inspire curiosity and lifelong learning. For example, the 2008-2009 national financial crisis prompted presentations by Business and Economics faculty (causes of the crisis, government bailouts, and fighting poverty). Also, the Honors Colloquium has been the source of many lectures, such as a series on the Silk Road. There are annual faculty lectureship presentations, post-sabbatical presentations (see sabbatical topics), and synopses of conferences given by attendees to their divisions.

Some of the most inspiring creative and scholarly works come from the students, usually mentored by or in collaboration with faculty. Some examples are a joint project between students the Architecture and Interior Design programs to renovate an abandoned Henry Ford historic house in Dearborn; submissions of prose, poetry, and visual arts to the Michigan Ave Creative Arts Journal; publication of the student newspaper, The Mirror News; participation in ice-carving classes and the Ice-Carving Club, including competing in local contests; and participation in musical performances (e.g., the 2014-2015 calendar), theatrical productions, and the Virtual Theatricality Lab. Honors Directed Studies (subcomponent 3.B.3.) provides additional examples (see the 2012 and 2013 presentations).

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3.C - Core Component 3.C

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

1. The institution 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.

Argument

3.C.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.

The College's well-credentialed faculty have always played key roles within the classroom and on division and college-wide committees responsible for academic policies, curriculum, and assessment of student learning. However, fulfilling these responsibilities has become challenging because of heavy faculty turnover, reliance on part-time faculty appointments, and reduction in full-time faculty (see Instructor Load reports Winter 2012, Fall 2012, Winter 2013, Fall 2013, Winter 2014, and Fall 2014). Hiring plans have begun to address this issue (budget for fiscal year 2015 and operational planning summary costs for Academics).

Serious fiscal challenges resulted in a series of early retirement incentives for full-time faculty in August 2008, 2012, and 2013, weakening institutional knowledge and increasing reliance on adjunct instructors, whose institutional history and involvement in governance vary. Per IPEDS, the number of full-time faculty dropped from 193 in 2010-2011 to 162 in 2012-2013, while the number of adjunct faculty rose from 551 in 2007-2008 to 748 in 2011-2012 and then declined to 627 in 2012-2013. These statistics also reflect enrollment shifts coinciding with the economic recession and recovery.

<div align="center">Hiring and Probation</div>

During hiring, faculty screen and recommend applicants who have the necessary credentials, which Human Resources documents. (See credentials for full-time and adjunct faculty; College Constitution,

Article II.B.1; full-time faculty bargaining agreement, Article IV.A; and minimum faculty credentials, updated per HLC standards.)

Orientation and training for new full-time and adjunct faculty strengthen their involvement in curriculum development, assessment, and other professional responsibilities.

Even with their reduction in force, full-time faculty have rallied to orient new full-time instructors to the institution's standards, culture, and practices. New full-time instructors undergo a rigorous, four-year evaluation for tenure (full-time faculty bargaining agreement, Article V). Probationary full-time instructors receive guidance from their Associate Deans, peer mentors, and a mini-course (HFCC 101) run by the Center for Teaching Excellence and Innovation (CTEI).

Adjunct faculty training has become more fully developed and formalized. Per the adjunct faculty bargaining agreement (Article XIII), adjunct instructors undergo a probationary period before they can attain senior status, a condition that did not exist prior to their first contract in Fall 2009. Their current contract details a performance evaluation and mentoring program (Article XVII). Adjunct faculty also may opt to partake in the CTEI's HFCC 101A, an orientation tailored specifically to adjunct needs, in person or online. At the division/department level, full-time faculty often mentor new adjunct instructors. Also, the Communications Division provides an Adjunct Faculty Handbook, which answers logistical and policy-related questions and gives contact information.

Curriculum Development and Assessment

Curriculum development and establishment of standards fully involve faculty, as mandated by the Constitution for the College Organization. Course creation, updates, and deletions go through a review and approval process that begins at the division/department level, with the faculty who have appropriate expertise. With division/department approval, these course proposals and changes proceed through various councils composed of faculty and administrators before gaining final approval. All courses are reviewed thusly every five years.

Faculty assess student learning. The Committee for the Assessment of Student Learning (CASL)—General Education oversees General Education assessment projects. CASL has faculty and administrator membership; terms are staggered to ensure continuity. Comparing the 2012-2013 CASL—General Education roster with the 2014-2015 roster reveals accommodation of the forthcoming General Education outcomes and increased adjunct faculty representation.

Faculty involvement in assessment extends well beyond CASL membership. Within departments and divisions, faculty decide which courses will be submitted to CASL—General Education for approval to meet specific outcomes, and faculty develop, implement, and report on assessment projects. Faculty determine performance gaps and develop interventions, which are subsequently assessed to measure improvement. This recursive process involves virtually all full-time faculty and increasing numbers of adjunct faculty.

The College has a separate, faculty-driven assessment committee for programs. The new review process implemented in Spring 2014 (see subcomponent 4.A.1.) has strengthened faculty involvement.

CASL—General Education and CASL—Programs communicate regularly and collaborate as appropriate. They are each co-chaired by the Vice President for Academic Affairs and a faculty member who is elected by the committee and compensated with three to six credit hours of release time from teaching or extra-contractual pay.

Governance

Faculty's non-teaching responsibilities are substantial and for full-time faculty contractually required (full-time faculty bargaining agreement, Articles V.B.1, V.B.2, and XVI.A.2). Adjunct involvement in governance is growing as College Senate and committee memberships expand and adjuncts are compensated (adjunct faculty bargaining agreement, Article XVIII.G). Senate standing committees have strong faculty representation and influence policies and procedures that impact teaching and learning (see College Organization Handbook, section II.D.10-220, for charges and membership).

However, full-time faculty, many of whom have been at the College for only a few years or less, have also been strained. To sustain broad faculty involvement in teaching, governance, and other responsibilities, the College agrees to return to 205 full-time faculty (see full-time faculty bargaining agreement, Article IV.D, and the 2012-2013 Voluntary Employee Severance Program Statement of Agreement's (p. 72) revised hiring timeline to address the budgetary crisis). As the College recovers financially, temporary and permanent full-time faculty numbers have increased from 176 in 2013 to 196 in Fall 2014. While new hires will require orientation and training, ultimately they will contribute well to teaching and non-teaching faculty responsibilities.

3.C.2.

All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

College policies and bargaining agreements determine and enforce required faculty credentials.

Contractual agreements, screening committees, and division/department policies determine a position's credentials, which are identical for adjunct and full-time faculty. The full-time faculty bargaining agreement, Article IV.A, states, "Preferred minimal education requirements for full-time teaching shall be a master's degree in subject matter, or its equivalent, directly related to the teaching job being filled." Divisions/departments and screening committees with relevant expertise further define the position's requirements.

Recently, faculty credentials were audited; 98% of full-time faculty and 81% of adjunct faculty met or exceeded the minimum requirements in the HLC's "Commission Guidance on Determining Qualified Faculty." Gaps in compliance may be due to interpretations of the full-time faculty agreement's phrase "or its equivalent," which recognizes that some fields require advanced credentials that do not fall into typical academic structures, and to ambiguous language in the adjunct faculty bargaining agreement.

According to a new policy, HFC will be 100% compliant with the minimum faculty credentials. In reopening its contract in 2013, the full-time bargaining unit prioritized for sabbatical leave those faculty needing more advanced credentials (Article XVII.A.4; Statement of Agreement—Reduction in Force (p. 74)). Professional development opportunities defined in the adjunct faculty bargaining agreement (Article XVIII) provide for retraining of adjunct faculty. The Human Resources Department is negotiating with university partners for discounts to adjunct faculty pursuing advanced degrees or other credentials.

3.C.3.

Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Faculty evaluation is timely, ongoing, and constructive.

Probationary periods enable accurate assessment of new or recently hired instructors. Full-time faculty undergo a four-year probationary period prior to tenure review. Formal, documented evaluation by administrators occurs several times during the Fall and Winter terms; it initially concentrates on teaching quality and then expands to include service to the College and the community (full-time faculty bargaining agreement, Article V).

Evaluation continues throughout a full-time instructor's employment. Both tenured and probationary faculty are evaluated by students each Fall and Winter term (full-time faculty bargaining agreement, Articles XVI.A and XVI.B) and complete self-evaluations (Article XVI.A.2; self-evaluation form), both of which are reviewed by department/division peer mentor committees before being returned to the instructors. If that committee has concerns, it develops an improvement plan for the instructor. Instructors who do not participate in these interventions or who do not significantly improve may be further evaluated by administration.

Given HFC's philosophy that a course's mode of delivery should not affect the quality of teaching and learning, all full-time instructors are evaluated similarly. On-campus and hybrid courses that are less than 70% online use the same survey; the online course evaluation tool parallels the on-campus survey, with modifications to fit online dynamics. As with all surveys, online student return rates are low; therefore, these students receive frequent reminders and have more time to complete the evaluations than on-campus students.

Adjunct instructors have a probationary period before they can become senior adjuncts (adjunct faculty bargaining agreement, Article XIII.B). The Adjunct Probationary Performance Evaluation Program (Article XVII) evaluates administrative task completion, status transition, and classroom performance. Course materials, classroom teaching, and compliance with College policies are assessed, and instructors get feedback and opportunity for improvement before senior status is decided. The program is adaptable to specialized teaching, such as that in clinical settings (see Nursing Division's evaluation procedures and observation form). As noted in subcomponent 3.A.3., evaluating online classes taught by adjunct faculty requires attention.

For both full-time and adjunct instructors, performance evaluations spur professional development throughout their careers. The procedures stress constructive, not punitive, assessment but clearly allow for severance of inadequate instructors, regardless of their status.

3.C.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.

Maintaining currency in one's field and pedagogy is expected (see adjunct faculty bargaining agreement, Article VII.A; full-time faculty bargaining agreement, Article XV; College Constitution, Article I). The College's internal professional development, support of external training and research,

and maintenance of credentials result in effective teaching and learning.

Especially for subjects that evolve quickly (such as those in career and technical programs), third-party accreditation, external advisory committees, and internal program reviews help to gauge the currency of instructors' credentials and teaching effectiveness. Continued education and certification may be funded by Perkins grants for Career and Technical Education and through provisions of the full-time faculty (Article XV.C. and XV.D.) and adjunct faculty (Article XVIII.B) bargaining agreements.

Financial support exists for off-campus conferences and other professional resources and development opportunities. Full-time faculty may access conference days, travel/conference funds, and the Professional Improvement Fund (full-time bargaining agreement, Article XV). Adjunct instructors may be reimbursed for conference registration, books, periodicals, and memberships in professional organizations and are now compensated for participation in internal professional development activities (adjunct faculty bargaining agreement, Article XVIII).

Internal professional development opportunities are plentiful. The Center for Teaching Excellence and Innovation (CTEI) and the Instructional Technology Department spearhead many of them. While most of the CTEI's offerings are for both full-time and adjunct instructors (encouraging collaboration between these two groups), orientation programs for new instructors are tailored to each group's special needs (subcomponent 3.C.1.). CTEI sessions and daylong conferences involve outside speakers and faculty/staff presentations; book discussion groups and mini-courses facilitate more in-depth study. (See the table of CTEI events for 2009-2014 as well as annual reports for 2005-2006, 2006-2007, 2007-2008, and 2008-2009 and list of events for calendar year 2014.) The Instructional Technology Department conducts workshops and mini-courses on technology in teaching, including how to use learning management systems (seven-week Moodle LMS training) and how to incorporate technology into on-campus courses (e.g., Winter 2014 professional development).

A recent reorganization aims to consolidate and strengthen professional development resources. Formerly, the CTEI Director reported to the Vice President for Academic Affairs; now the CTEI and Instructional Technology departments are in the Teaching and Learning Services Division and report to its Director. Also reporting to the Director is the Manager of Teaching Support Services, a new, full-time position responsible for coordinating, growing, and sustaining faculty professional development.

HFC administration and the full-time faculty bargaining unit co-sponsor the annual Professional Issues Conference, which has spanned such topics as teaching and assessing critical thinking, understanding measures of student success and their use, ensuring academic integrity, and integrating technology into teaching.

3.C.5.

Instructors are accessible for student inquiry.

Contacting instructors is easy and encouraged. Full-time instructors hold weekly office hours (full-time faculty bargaining agreement, Article X.B) and are available by appointment, and many schedule conferences to meet with students individually. While adjunct instructors are not obligated to hold office hours, the adjunct faculty bargaining agreement (Article VI.D) mandates that resources exist for them to meet with students, and their contractual responsibilities include availability for student

consultation.

Contact information is provided via an online directory, course syllabi (see template), divisions' administrative assistants, and postings at full-time instructors' offices. Full-time instructors are available in person and via phone and email, while adjunct faculty rely on email. Faculty, staff, and students use their HFC email accounts for College correspondence, making email discussions more efficient, secure, and dependable. Email, chat, discussion forums, and instructor feedback features integrated into Learning Management Systems also facilitate faculty-student communication.

In some areas (e.g., Health Sciences, Computer Information Systems, the Learning Lab, the Career Resource Center), open labs extend faculty availability.

Full-time Counselors and Librarians, who are covered by the full-time faculty bargaining agreement, often teach courses or units within courses. They are also available to students at well-publicized times (Articles X.D and X.E).

Accessibility of adjunct instructors is an ongoing concern that calls for thorough review of space, scheduling, and compensation. One corrective action has occurred: prorated office hours for temporary part-time faculty who, due to the number of credit hours taught, are members of the full-time faculty bargaining unit.

3.C.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.

Student support services personnel have the qualifications and ongoing training needed to advise students effectively.

Conferences attended by student services staff illustrate the breadth of training. The past five years have focused on using technology to improve efficiency and student satisfaction. Additional training topics have included student orientations, persistence, financial aid service and compliance, student behavioral response and threat prevention, and enrollment services. Contractual conference and travel funds (subcomponent 3.C.4.) enable Student Affairs faculty to earn CEUs for continued licensure.

Administrative personnel are normally hired with at least a bachelor's degree; occasionally, an associate degree holder with substantial relevant experience and other specialized credentials may be considered. Supervisory administrators typically have a master's degree or higher.

Within the Counseling Division, two levels of student support services exist, each with credentials fitting the type of advising performed. The College adopted this two-tiered approach after a Senate task force investigated ways to improve service to prepared and increasing numbers of underprepared/at-risk students (see report).

Under the supervision of the Advising Coordinator (a Licensed Professional Counselor (LPC) and full-time faculty member), Academic Advisors help new students with course placement and first-semester schedules given students' academic plans. Students who require basic support to complete their graduation or transfer goals receive additional attention.

Advisors' credentials follow best practices established by the Council for the Advancement of Standards in Higher Education (see Academic Advising Programs: CAS Standards and Guidelines, Part 4). Academic Advisors have at least a bachelor's degree. Thirteen of 16 possess master's degrees in counseling, social work, business administration, engineering, or education. Advisors with degrees in technical or career areas advise students in related fields.

Counselors provide academic advising, career guidance, and personal counseling to students who

- are undecided about a course of study,
- need support to transfer successfully to a college or university,
- are academically at risk or dually enrolled,
- need financial support or resources,
- need personal counseling or referral services, or
- are veterans.

Academic Advisors, faculty, and other staff refer students to Counselors, or students initiate contact.

Given their more specialized responsibilities, full-time and adjunct Counselors require more advanced credentials than Academic Advisors do. All full-time Counselors must be LPCs certified by the State of Michigan and have a graduate degree in Counseling or a related area. With one exception (a Limited Licensed Professional Counselor in the Inside Track Program), adjunct Counselors are also LPCs. In the future, all full-time and adjunct Counselors will be required to have the LPC credential. Career Development Counselors are certified by the National Board of Certified Counselors, which requires completion of 100 hours in CEUs, with 25 of those hours in career development, over a five-year period to maintain certification.

Counselors and Academic Advisors pursue additional professional development to stay current on policies, procedures, and best practices. Each Fall and Winter term, the Counseling Division is updated on processes and procedures of other HFC student services areas, such as Financial Aid and Admissions, and on academic program changes. Furthermore, four-year colleges and universities may provide updates on changes that impact HFC transfer students, and external, professional presenters are invited to conduct workshops on special interest topics. State and national conferences and National Career Development Association webinars supplement this training.

The Student Activities Officer, Athletic Director, and Career Services Officer belong to the full-time faculty bargaining unit and meet its minimum credentials. As an example of ongoing professional development, the Athletic Director participates in an Athletic Director consortium in the State of Michigan for policy and legislative updates.

Financial aid administrators and staff have specialized credentials and ongoing training.

The Director of Financial Aid is a CPA with additional degrees in Business and Accounting. Although not required, this combination of credentials has proven to be invaluable as financial aid revenue has become increasingly important to the College's fiscal management. Given sharp declines in state funding and property taxes, financial aid for tuition is now a critical revenue source. (In 2003-2004, 38% of the student body relied on financial aid to pay their tuition. In 2012-2013, that number rose to 61%.)

This Director's expertise is strengthened by professional conferences and memberships. To remain current on Federal and other regulations, he attends Ellucian - Software and Services for Higher Education conferences (formerly the Datatel Users Group), the U.S. Department of Education's

Federal Student Aid Conference, the National Association of Student Financial Aid Administrators (NASFAA) conference, and the Michigan Student Financial Aid Association (MSFAA) conference. He served as Treasurer of the MSFAA for two years and as Vice President for one. As an expert in financial aid compliance and fraud, he serves on Client Advisory Boards for financial aid and student accounts receivable.

The Assistant Director of Financial Aid, the Financial Aid Manager, and the Accountant Manager—Bursar hold master's degrees and extensive experience. The Assistant Director and the Financial Aid Manager attend Ellucian and NASFAA conferences. The Bursar attends the Ellucian conference and the National Association of College and University Business Officers conference.

Funding for professional development is contractual and operational. Student services personnel who are full-time faculty may use the Travel/Conference and Professional Improvement funds (full-time faculty bargaining agreement, Article XV), while student services administrators have access to their Professional Improvement Fund (Administrators Association bargaining agreement, Article XX.C). Additional funding for faculty and administrators and primary source funding for part-time and support staff come from the Vice Presidents' budgets, provided annually through designated College operational dollars.

Other service providers include Financial Aid and Student Accounts Specialists and Technicians. Specialists are administrators with at least a bachelor's degree; Technicians are support staff with at least an associate degree. These employees participate in webinars and attend local and regional conferences and workshops.

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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.

Argument

3.D.1.

The institution provides student support services suited to the needs of its student population.

The college effectively serves its diverse student population.

To promote first-year students' success, retention, and completion, the Inside Track Peer Mentoring Program pairs first-year students with trained student mentors, who are selected through an in-depth application process. Mentors provide support such as navigating the College campus and resources. A side benefit is the program's ability to strengthen mentors' commitment to the College and to their own academic persistence and success. Seminars and workshops supplement peer mentoring. Following its pilot in Fall 2010 with 94 mentees, the program grew to 167 mentees in Fall 2014. As the program continues to grow, it has established explicit goals and standards for planning and evaluation. See the presentation to the Board of Trustees and Fall 2012-Winter 2014 data.

Student-athletes have benefited from the CHAMPS Life Skills Program, created using a grant from HFC's Center for Teaching Excellence and Innovation and now in its third year. Through a speakers' series on college success, question and answer sessions, and mandatory study time, students develop strategies for success in academics, athletics, and beyond. Progress reports from instructors every two weeks enable timely intervention. Participants receive counseling to ensure progress toward degree completion. In 2014-2015, the College began awarding athletic scholarships. These scholarships have enabled the CHAMPS program to become mandatory and have enabled nationwide and international recruitment, including recruitment of academically prepared student-athletes.

The learning community that develops among Honors students provides support as well. In regular meetings with Honors faculty mentors, students in the Henry Ford II Honors Program learn to balance school, work, family obligations, and other challenges common among community college students.

As an open-door community college, HFC educates students with special learning needs, which are addressed primarily by Assisted Learning Services (ALS). In addition to providing special testing

conditions, American Sign Language interpreters, adaptive equipment, and the like for students with documented disabilities, ALS provides career counseling, pre-enrollment for classes, and personal counseling. When students' needs exceed the capacity of ALS, it refers them to appropriate agencies.

Student Outreach and Support (SOS) targets non-traditional and special populations students, including those who fall into the following State of Michigan categories: economically disadvantaged, single parent/single pregnant woman, and displaced homemakers. In addition to offering specialized counseling, workshops, and support groups, SOS helps Federal Financial Aid recipients clear economic hurdles that would otherwise quickly derail them. Emergency funds help defray costs of books, tuition, childcare, and emergencies. The Student Emergency Fund consists of donations from faculty, staff, and community members and proceeds from an annual fundraising luncheon. In the past two years, 150 students awaiting financial aid disbursement received help in buying books prior to the start of classes. Additionally, 94 students received funds to pay for bus tickets, tire repairs, food, utility bills, eyeglasses, course uniforms, and child care.

The Inside Track and CHAMPS programs are relatively new strategies for increasing student retention and success; promising preliminary results warrant their expansion. In Fall 2014, the Detroit Regional Chamber provided a grant to expand Inside Track to 100 additional student mentees sponsored through the Detroit Scholarship Fund. Furthermore, several initiatives from the 2014-2015 Operational Plan build off the successes of the Inside Track, CHAMPS, and New Student Orientation programs. They include (1) developing a professional mentoring program for female students pursuing careers in STEM and Business, (2) hiring an International Associate to support international students as they matriculate and adjust to the College and community, and (3) creating a First-Year Experience course and curricular/co-curricular program.

HFC has also made registration more student-friendly. The Welcome Center opened in Fall 2012. It consolidated into one location the Admissions, International Admissions, Records, Registration, Financial Aid, Cashier, Assessment, and Academic Advising departments, services that had been spread across campus. The Welcome Center also provides a self-serve computer lab. More recently, a Continuous Process Improvement team recommended streamlining the enrollment process (7 Steps to Enroll @ HFC, effective June 2014).

Also see subcomponents 1.A.2. and 3.D.2.

3.D.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 students are adequately prepared.

Through HFC's orientation program, its registration, advising, and course placement processes, and its tutoring services and special programs, students receive strong academic support.

Orientation has become increasingly important. New student orientation has been offered for many years on a voluntary basis and updated periodically, most recently in Summer 2014. It provides information on registering and paying for classes, taking placement exams, developing college-level study skills, and accessing student support services and extracurricular activities. The number of orientation sessions has grown, peaking at 26 for Fall 2013-Winter 2014. Student surveys help to evaluate and improve the program. A separate orientation program exists for dual enrollment students,

a parent orientation has been piloted, and orientations targeting international students, veterans, and at-risk students are under development.

Orientations are effective. Overall, 75% of students who enrolled in the Fall returned in the Winter; approximately 85% of students who had attended orientation returned. The College seeks to hire an Orientation/ New Student Engagement Specialist and to phase in mandatory on-campus or online orientation for new students by Summer 2015. A first-year experience program and a mandatory college success course are also being investigated.

Assessment Center personnel guide students through the course placement process. ACT test results or an online (Compass) or hardcopy (Asset) test determines whether students need developmental math, reading, and/or writing courses. The English and Math departments define and periodically update course placement scores. The English Language Institute (ELI) provides a reading, writing, and oral communication course sequence for English Language Learners. The ELI recently redesigned its curriculum (including use of exit essays at each level) and recalibrated the ESL Compass placement scores based on the ACT's ESL placement scores. It plans to add courses in advanced grammar and pronunciation/conversation, to reactivate a course for preparing for the Test of English as a Foreign Language (TOEFL), and to apply for national certification. The Commission on English Language Program Accreditation guidelines spurred many of the ELI changes.

To help with accurate course placement, free test preparation tools exist: hardcopy and online resources, workshops led by English and Math instructors, online videos, and practice questions and modules. In Fall 2013, a Continuous Process Improvement team studying retention recommended creating an exam preparation video and quiz, which will become mandatory prior to taking the Compass test.

Because students in developmental courses run a high risk of attrition, alternatives to semester-long developmental courses in English and Math have been developed.

In Fall 2014, the Mathematics Department revised its curriculum to include new pathways for developmental students. In addition to the existing developmental program where students are expected to progress within each course at a set pace, two new modular approaches are available. Students intending to pursue careers in STEM fields may also opt for 12 self-paced, mastery-learning, online modules to prepare for college-level math.

As another strategy for accelerated placement into college-level courses, since Fall 2013, the English Department has offered the Accelerated Learning Program (ALP). Qualifying students enroll simultaneously in Basic Writing (ENG 093) and Introduction to College Writing (ENG 131). ENG 093 is a small, seminar-style course taught by the same instructor as ENG 131, permitting that instructor to provide personalized support. The pass rate for students in the ALP sections of ENG 093 for 2013-2014 was 77%, versus 54% for non-ALP students. The persistence rate for that cohort of ALP students who passed ENG 131 was 71%, versus 50% for non-ALP students.

Other pedagogical innovations focus on adapting to different learning styles and degrees of need to improve student retention and success. In Fall 2013, the Mathematics Department initiated the "Best Fit" project in Pre-Algebra (MATH 074), wherein students' styles and abilities are assessed during the first three weeks of the course. Then they either remain in the traditional classroom or move to a classroom with computer-mediated instruction. Since Fall 2013, more Best Fit sections have been added, and more instructors have become involved.

The Learning Lab provides academic support for all students and adapts to students' needs. Students

may get help with English, Math, Science, World Languages, and Career and Technical programs at one central location. Historically, English and Math Department faculty staffed the lab and tutored students enrolled in a structured tutorial class and students who dropped in sporadically. As the need for assistance exceeded these resources, peer tutoring in English and Math was added (2008), followed in 2009 by peer tutoring in the Sciences (HFCC Tutoring Task Force Report--April 2011). In Fall 2012, tutoring in ESL and World Languages was added. In Winter 2014, exam review sessions and tutoring began for Anatomy and Physiology. Peer tutoring has grown from five paid and five volunteer tutors to 50+ tutors spanning many disciplines. Prospective peer tutors apply to the Learning Lab and, if accepted, are trained. Many tutors are Honors Program students who are satisfying a community service requirement (Learning Lab Report 2011-2013).

Finally, tutoring in Career and Technical programs exists. Students in occupational programs, especially Health Sciences, may access professional, certified tutors. For the 2013-2014 academic year, the subject-specific pass rates for students who received tutoring were as follows: Accounting (57%), Architecture/CAD (100%), Drafting (89%), Emergency Medical Service (72%), Pharmacy Technician (90%), Respiratory Therapist (73%), and Surgical Technologist (94%) (2013 - 2014 Annual Learning Lab Report). Also, students applying for the Nursing Program may get help preparing for the Nurse Admission Test, on which students must score at least 80% in math, reading, grammar, and vocabulary.

Future Learning Lab planning will use data from TutorTrac administrative software and from assessment tools integrated into resources such as the Employability Skills Modules.

3.D.3.

The institution provides academic advising suited to its programs and the needs of its students.

General advising and program- or needs-specific advising are readily available. As discussed in subcomponent 3.C.6., Counselors and Advisors complement each other in the advising process, improving efficiency without compromising the accuracy of advice. Assisted Learning Services supports students with disabilities. Counseling and support groups through the Student Outreach and Support Department target non-traditional students. As discussed in subcomponent 3.D.1., CHAMPS provides counseling tailored to student-athletes.

The Office of Career Services (formerly the Job Placement Office) (1) advises students on jobs and career pathways and (2) places students in Co-operative Education positions. The total number of students placed with an employer rose from 87 in 2008-2009 to 708 in 2012-2013.

3.D.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).

HFC's facilities and technology planning processes support effective teaching and learning.

The 2014 Facilities Master Plan and FY2015 Capital Outlay Plan ensure a comfortable, safe teaching

and learning environment that complies with Federal mandates, such as OSHA, EPA, and ADA. This plan aligns with the College's mission, demographics, and instructional programming. The Chief Information Officer/Executive Director of Information Technology Services and Facilities oversees planning, with input from the Environmental Health and Safety Committee and the Facilities Master Planning Committee. The Facilities Project Plan determines resource priorities. Several renovation and maintenance projects have been completed over the last several years, including complete renovation of the parking lots, erection of a state-of-the-art Science building, acquisition and renovation of spaces for a Nursing campus and Welcome Center, relocation of the Early College, and partial renovation of the Liberal Arts Building. Also, the Health Sciences Division has secured numerous clinical sites.

Many other campus facilities serve faculty and students well. The Sisson Art Gallery features annual student and professional exhibitions, while theatre productions occur in the Adray Auditorium in the Fine Arts Building. Through Eshleman Library, students on and off campus may search approximately 80 research databases that include full-text articles, citations, abstracts, and reviews from peer-reviewed journals and popular magazines and newspapers. Because HFC students engage in many types of research in their General Education courses, programmatic courses, and electives, the library has developed its database collection to include general-interest databases (e.g., General Reference Center Gold), interdisciplinary, scholarly databases (e.g., Academic OneFile), and discipline-specific databases that align with the College's degree programs (e.g., Business Economics and Theory, Culinary Arts Collection, Education Full Text, and CINAHL Complete (nursing)). Students also have access to a collection of approximately 108,987 books and serials at the library, approximately 20,000 books electronically, and over 431 library collections through the Michigan MelCAT library system. The library houses the Media Center with fully equipped computers for students. The Library Committee advises on the library's physical condition, policies, and holdings.

The College operating budget, the Technology Investment Fund (TIF), and Perkins grants support instructional technology. Planning includes input from several Senate standing committees, especially the Technology Investment Committee and the Instructional Technology Committee, and coincides with Operational Planning initiatives of Academic Affairs. Planning for instructional technology has become more formalized. The Teaching and Learning Services Division annually creates a technology plan (e.g., the 2013-2018 Technology Plan and FY2014 purchases), which audits current technology and prioritizes maintenance and replacement needs and additional resources. A five-year plan pursues the gradual replacement of all classroom technology. Relatively recent technology upgrades include classrooms equipped with Lecture Capture, free wireless Internet access, creation of the HFC portal for faculty/staff, and conversion to a new Learning Management System, Moodle, which can integrate the College's Datatel functions.

3.D.5.

The institution provides to students guidance in the effective use of research and information services.

General Education outcomes, course masters, and College policies and resources reveal HFC's commitment to training students in effective, ethical use of research and information services.

The Information Literacy General Education outcome has been strengthened. The General Education requirements effective through Summer 2014 define information literacy as the ability to "identify, locate, evaluate, and effectively use information to solve problems." Two courses are primarily

responsible for assessing students' proficiency in this area: ENG 132 (College Writing and Research) and ENG 135 (Business and Technical Writing and Research). Since all degree programs require one or the other of these courses, HFC graduates are assured of getting this training. The course masters for English 132, English 132 Honors, and English 135 describe instruction and assessment of this outcome.

In the latest iteration of General Education outcomes (effective Fall 2015), information literacy and critical thinking are logically combined. The outcome's definition and the assessment rubric being piloted reveal demanding but attainable expectations for student learning. The Committee for the Assessment of Student Learning—General Education has approved additional courses to assess this new outcome.

Eshleman Library's resources introduce the use of research and information services. Classes may receive instruction and orientations from a reference librarian, who discusses research strategies and source evaluation principles. Students may search general and specialized research databases as well as government documents from the library website, which also provides information on citing sources. Class research projects and materials incorporate these resources.

College policies stress ethical use of information. The college-wide policy on academic integrity appears in the Student Handbook (p.14), in the College Catalog, and online. Some areas, such as English, have more detailed policies based on the College policy. The policies seek to educate students on what constitutes ethical use of information, not just to state the penalties for transgressions.

Also see component 2.E. and subcomponent 3.B.3.

Sources

- 7 Steps to Enroll
- Accelerated Learning Program - ALP
- Approved Courses for General Education
- Board of Trustees Report - Detroit Scholarship Fund
- Buildings and Grounds - Master Plan 2014
- Capital Outlay Plan 2014-2019
- CEA Standards 2014
- College Operational Plan 2014-2015
- CPI FA13 Pathways to Student Retention
- CPI FA13 The Right Start - 1st Semester in College
- CPI WI14 First Year Experience
- Critical Thinking - Information Literacy Pilot Rubric
- ENG132 Course Master
- ENG132 Honors Course Master
- ENG135 Course Master
- English and World Languages Division Policy on Plagiarism
- Facilities Project Plan 2013-2014
- General Education Outcome Course Alignment Application
- General Education Outcomes Comparison 2007 vs 2014
- Health Sciences Clinical Sites
- HFCC Dual Enrollment Orientation

- Impact of Athletic Scholarships
- Information Literacy Handout
- Inside Track Peer Mentoring Program
- Inside Track Retention by Term
- Learning Lab Annual Report 2013-2014
- Learning Lab Bi-Annual Report 2011-2013
- Math Best Fit Project
- New Developmental Mathematics Curriculum
- New Student Orientation Survey
- Orientation Specialist - Job Description
- Parent Orientation Winter 2014 Final Report
- Presidential Mini-Grant - Champs Life Skills
- Source Evaluation and Documentation
- Task Force Report on Tutoring - April 2011
- Technology Investment Committee - Charge and Roster
- Technology Plan 2013-2018
- Technology Purchases 2014 FY
- Website - Assisted Learning Services _ Henry Ford College
- Website - Citation Guides _ HFC Eshleman Library
- Website - English Language Institute
- Website - Financial Assistance _ Henry Ford College
- Website - For HFC Employees _ HFC Portal
- Website - Get Unplugged! On Our Wireless Campus _ Henry Ford College
- Website - Henry Ford II Honors Program _ Henry Ford College
- Website - HFC Eshleman Library
- Website - HFC Learning Lab
- Website - HFC Theatre Arts
- Website - Information Literacy _ CASL
- Website - Inside Track Mentoring Program _ Henry Ford College
- Website - Inside Track_ Mentor Application _ HFC Portal
- Website - Inside Track_ Mentor Information _ Henry Ford College
- Website - Library Instruction _ HFC Eshleman Library
- Website - Media Center _ HFC Eshleman Library
- Website - Nursing _ Henry Ford College
- Website - Placement Exam Preparation _ HFC Learning Lab
- Website - Research Databases (On-Campus Access) _ HFC Eshleman Library
- Website - Student Outreach and Support (SOS) Office _ Henry Ford College
- Website - Welcome Center _ Henry Ford College
- Welcome Center - Media Release

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.

Argument

3.E.1.

Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

By providing opportunities to apply skills and principles beyond the classroom, co-curricular programs deepen and refine students' educational experiences and help to realize the College's mission. Faculty are sponsors, advisors, or coordinators of co-curricular offerings.

Disagreement exists over the definition of co-curricular programs in higher education. Some conflate it with extracurricular activities, for example. HFC follows the definition provided in *The Glossary of Education Reform*, which states, "**Co-curricular** refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum."

Examples of co-curricular activities and their reinforcement of academic programs follow:

- Students majoring in Telecommunication may obtain practical experience by working for the College's radio station or student-run newspaper.
- Students pursuing Liberal Arts may contribute to the College's creative arts journal (formerly Michigan Avenue, replaced by Rouge River Review) or participate in the Barrett Creative Writing Contest.
- External opportunities exist for students to build upon coursework or academic interests in a professional context. For example, the annual Liberal Arts Network for Development Conference (LAND) runs five student competitions that invite faculty-sponsored submissions of student scholarship, creative writing, illustration, fine arts, and digital literacy. Typically, HFC has multiple student finalists per year (e.g., LAND programs for 2013 and 2014); the Henry Ford II Honors Program won the 2014 LAND Institutional Excellence Award (see application, section 3, on co-curricular involvement).
- Students studying Community Leadership, International Business, Political Science, or Sociology may participate in service learning and study abroad, join related student clubs (e.g., the International Student Organization, the Diversity Club, Amnesty International, and the National Society for Leadership and Success), run for Student Council, and participate in the annual Political Issues Convention, the Democracy Education Program, or voter registration drives.
- Students pursuing certificates or degrees in the Child Development, Education

Paraprofessional, or Pre-Elementary Education programs may join the Future Teachers of America student club and participate in the Pre-education Conference.
- Students in Arab Cultural Studies and Religious Studies benefit from campus events such as the Arab Cultural Studies lecture and film series, diversity exhibitions and lectures, and the Building Bridges lecture series sponsored by the Council of World Cultures.
- Many other student clubs link even more directly to specific fields of study (e.g., the Programming Club's link to Computer Information Systems and related programs and the Student Nurses Association).
- Programs in the Fine and Performing Arts provide rich co-curricular opportunities (e.g., theatre productions, choir, band, the Ceramics Club, the Ice Carving Club, and the All Around Art Association; see subcomponents 1.D.1. and 3.B.5.).
- Females in the STEM and Business programs may receive mentoring from professional women in those fields through the Women's Institute for National and Global Success (WINGS) program.

Both the prior and the current mission statements stress students' ability to adapt to new situations, to understand and value diversity, to be critical, creative, and independent thinkers, and to contribute positively to the community. The activities above (not an exhaustive list) obviously support the missions well.

3.E.2.

The institution demonstrates claims it makes about students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Prior evidence proves that students' educational experiences achieve the College's mission:

- Subcomponent 1.A.2. reveals how academic programs and curricula ensure the student-centered, empowering education that is emphasized in the mission.
- Subcomponent 1.C.2. describes how General Education outcomes, innovative degree programs and classes, and extracurricular activities fulfill the mission's focus on human diversity.
- Subcomponent 1.D.3. discusses academic programs and curricula that respond to the mission's focus on meeting stakeholders' needs and serving the public good.
- Component 3.B. illustrates how programs, courses, and extracurricular activities develop critical and creative thinking, awareness and acceptance of diversity, and public service values espoused by the mission.

The mission's claim to transform lives and build better futures encompasses civic engagement and personal responsibility. These goals are reflected in aforementioned evidence and in the College's Democracy Education Program and Political Issues Convention, voter's registration drives, financial literacy workshops, and Career Services events on topics such as entrepreneurships, self-marketing, and career fairs.

Sources

- 2013 LAND Student Scholars Program
- 2014 LAND Student Scholars Program
- Council of World Cultures Sponsored Events 2012 - 2014
- Exhibitions and Lectures on Issues of Diversity
- Henry Ford II Honors Program 2014 LAND Award
- HFC Democracy Education Program
- HFC Mission Statement
- HFCC Mission Values Beliefs to Feb 2014
- Impact of Athletic Scholarships
- LAND Application
- Mission - Student Affairs
- Mission - Student Affairs - Student Activities
- Mission - Student Affairs - Athletics
- Pre-Education Conference
- Website - 10th Annual Michigan Student Political Issues Convention Nov. 15
- Website - Career Services _ Career Services
- Website - Co-Curricular Definition - The Glossary of Education Reform
- Website - HFC Service Learning
- Website - Michigan Ave. Creative Arts Journal
- Website - News _ Mirror News
- Website - Rouge River Review _ An English 139 Publication
- Website - Student Clubs and Organizations _ Henry Ford College
- Website - Student Council _ Henry Ford College
- Website - Study Abroad _ Henry Ford College
- Website - WHFR 89.3 _ Henry Ford College

3.S - Criterion 3 - Summary

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

Summary

The College's curriculum development, assessment, and employment policies and practices ensure high-quality, equitable education for all students, regardless of learning format.

New and existing courses undergo critical review to ensure appropriateness, currency, and quality. Peer review is central as departments/divisions maintain authority over their curriculum and as career and technical education programs involve external professionals serving on advisory committees. Institutional coherence and quality assurance for the curriculum are achieved through course and program review by interdisciplinary bodies, such as the College Council and the Committees for the Assessment of Student Learning (for general education and programs).

All courses (traditional, hybrid, online) and all students (high school, guest, transfer, regularly enrolled) are assured of equivalent educational quality. "Course masters" mandate the same learning outcomes and to some degree the same assessment practices for all learning environments and learners. Equivalence in course quality and expectations is further ensured by stringent peer evaluation of job applicant credentials and experience and by the role of departments/divisions in creating job specifications and making hiring recommendations. Probationary periods, mentoring, class evaluations, and professional development expectations and offerings for instructors safeguard educational quality. While a recent audit of faculty credentials revealed that the majority complied with the HLC's minimum credentials requirements, there were exceptions. Processes are in place to achieve 100% compliance. Student services provide a range of support, some general and some group-specific, that complement class content, place students appropriately, and promote student success.

Support of online learning needs strengthening. Unlike full-time faculty, adjunct faculty teaching online do not have class evaluations, but a process is being developed. Even more significant, online faculty and students lack 24/7 access to technical support, mechanisms for verifying online students' identities are limited, and students may not be adequately oriented to the demands of learning at a distance. Gaps such as these will be further identified and addressed by the Senate Task Force on Online Learning, the Instructional Technology Committee (a standing committee of the Senate), and the President's Steering Committee for Online Education.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution 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).

Argument

4.A.1.

The institution maintains a practice of regular program reviews.

Program review provides evidence for program planning and improvement. Reports are authored by program faculty, with support from the Vice President of Academic Affairs, the Office of Information, Marketing, and Effectiveness, and the Committees for the Assessment of Student Learning (CASL).

Occupational program review incorporates specialized accreditations and evaluation by external advisory committees, the College Council (a curriculum review committee), and the Academic Affairs Leadership Council (AALC, which combines the former Academic Education Council and Career Education Council). Program viability, appropriateness of learning goals, and field-specific trends are assessed, SWOT analyses are performed, and necessary changes are determined. The College Council underpins program review by assessing individual courses every five years and by

vetting substantial curriculum changes and new course additions. (See the Course Master Review Informational Booklet, Course Master Review Tracking Spreadsheet, and Course Master Review Completion).

Perkins funding (annual grants exceeding $1 million for 2011-2012, 2012-2013, 2013-2014, and 2014-2015) and 29 advisory committees promote the effectiveness of Career and Technical Education programs by providing professional development resources and assessing and making recommendations for program improvement. To aid planning and prioritization of grant expenditures, all Perkins-funded programs undergo Program Review for Occupational Education (PROE), which gathers data via analysis of core performance indicators and surveys of students, faculty, administrators, and external advisory committees. See completed reviews for Nursing, General Business, and Child Development. Advisory committees meet at least biannually to review curriculum and program outcomes and to vet and request modifications (see, for example, meeting minutes for the Hospitality, Paralegal, and Pharmacy Technician programs). Specialized accreditations advocate continuous self-regulation, peer review, and improvement to meet benchmarks.

However, the College lacked a systematic review process for non-occupational programs. Consequently, a review process spanning both occupational and liberal arts programs was developed in Fall 2013 and fully implemented in Spring 2014 (see subcomponent 5.C.2.); this new process replaces PROE. The Program Review Handbook, Program Review Timeline, and Program Level Assessment Guidelines outline the processes. The AALC cites the College's expanding program review as a major improvement. Creation of benchmarks and professional development will continue, building upon 2013 workshops on mapping courses to program learning outcomes and selecting effective assessment methods.

4.A.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.

With administrative oversight, faculty evaluate credits for advanced standing and experiential learning. Credit for prior learning includes occupational and military training, whose evaluation follows the American Council on Education recommendations (College Organization Handbook, policies III.A.45., III.A.50., and III.A.60.).

Each form of prior learning is evaluated according to a specific procedure.

- The College Board Advanced Placement and College Level Examination Program (CLEP) tests evaluate prior learning that may earn credit and substitute for specific HFC courses. Credit for Prior College-Level Learning is determined by departments/divisions, which use their own exams and/or portfolio reviews to equate prior learning with HFC course-specific learning outcomes.
- Course substitution may occur when a higher-level course replaces a lower-level course, when a course meets a program's current requirements, or when a new course meets former program requirements. The Common Course Substitution Form may expedite the process for certain courses.
- The Workforce & Professional Development Articulation review process and internal

articulation determine whether non-credit training courses are equivalent to program courses for credit.

- Licensure may streamline the credit for prior learning process. Take, for example, the LPN to RN Program and the Paramedic Program, which accepts EMT Level 1 and Level 2 certifications.

Credit may also be attained through experiential learning within programs. Practicums, internships, and Cooperative Education placements adhere to program learning outcomes.

- Practicums typically occur in Health Sciences programs, providing extended laboratory and clinical experience. Faculty determine and evaluate the learning outcomes and provide instruction in these workplace environments.
- Faculty, the Career Services Department and Cooperative Education Officer, and employers collaborate to ensure that internships and Cooperative Education experiences are credit-worthy. Several documents are used in curriculum development (see Creating a Quality Cooperative Education Experience, faculty information sheet, and Creating Learning Objectives), articulation of student/employer responsibilities (see Cooperative Education Training Agreement and co-op student timeline), and student, employer, and faculty assessment (see co-op rubric, Student Self-Evaluation, Employer Evaluation, and Program Evaluation Survey). Faculty determine final course grades.

4.A.3.

The institution has policies that assure the quality of the credit it accepts in transfer.

Transfer credits are verified and evaluated before being accepted and recorded by the Registrar. To ensure the quality and relevance of learning, content-area faculty determine the standards for accepting transfer courses for credit and for forming agreements with other higher education institutions and secondary partners. The Counseling webpage provides information about course transfer to Michigan colleges and universities. Articulation agreements are obtainable from the University Transfer, Advising, and Career Counseling Center on campus. HFC's past subscription to the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement and now to its successor, the Michigan Transfer Agreement, establish state-wide quality control (see HFC's agreement).

4.A.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.

Faculty with disciplinary expertise determine course content, sequencing, and performance expectations, which apply equally to all student groups. The curriculum flow chart indicates faculty-administrator collaboration. The Curriculum Management Handbook contains documents that reinforce principles of quality course design. These documents include using Bloom's Taxonomy to

create learning outcomes; determining course prerequisites and co-requisites; defining the credit hour; evaluating textbooks for appropriate reading level; planning new certificate or degree programs; teaching hybrid and online courses equal in quality to in-person classes; and aligning learning objectives, pedagogy, and assessment processes. The Center for Teaching Excellence and Innovation also conducts workshops on curriculum planning.

Criterion 3 analyzes how the College's hiring, professional development, and enrollment policies maintain course rigor for all students.

- Subcomponent 3.A.3. discusses learning equivalencies for high school students taking college-level courses.
- Subcomponents 3.C.2. and 3.C.4. discuss faculty qualifications and professional development.
- Subcomponents 2.E.1., 3.D.2., and 3.D.5. describe learning resources promoted by instructors, advisors, and counselors and during new student orientations.

4.A.5.

The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

HFC has 13 specialized programs (see the Accredited Programs table for accreditation statuses and accreditors). Except for the new Ophthalmic Technician Program, which began in 2012, these programs have long records of success. The College is planning two more programs (Early Childhood Education and Commission on English Language Program).

4.A.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 Americorp).

The College evaluates its graduates' success in several ways, though the process and documentation need improvement.

Programs meet standards for employment and/or advanced study. Curriculum and program design enables gainful employment and/or easy transfer to another institution for a more advanced degree. Articulation agreements validate the quality of HFC courses as preparation for advanced degrees and make earning such degrees efficient. Perkins Core Indicators, feedback from advisory committees, and feedback from employers establish occupational standards by which programs are evaluated.

Surveys are administered to all graduates, but the response rate is low (see 2010-2011, 2011-2012, 2012-2013, and 2013-2014 results). All Nursing graduates are also surveyed (see 2012-2013 and 2013-2014 results).

Tracking student success has been difficult because students' goals and accessibility vary and because State-wide data have been difficult to obtain. The National Student Clearinghouse provides information about where students transfer, but tracking their performance requires data that institutions are not required to compile and share. For the past three years, however, the College has participated in the Michigan Statewide Longitudinal Data System. As required by the State, HFC submits data to a State database that tracks students from pre-school through a four-year college degree (P-20). This system is relatively new, but as it matures, it will generate helpful reports.

The College is committed to gathering more data on graduates' success. In 2013, all students received lifelong, HFC-specific email accounts to make contacting students easier and to strengthen students' affiliation with the College. Also, the HFC Foundation is creating an alumni relations program, facilitated by the new Senior Development Officer.

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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.

Argument

4.B.1.

The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Since 2001, the College has used a collaborative, largely effective process for assessing students' achievement of explicit learning outcomes in college-level courses. The assessment process and outcomes are updated periodically and encourage diverse pedagogical strategies for learning improvement. In 2007, the Committee for the Assessment of Student Learning (CASL) split into separate committees for General Education and Programs to address each area's unique needs. These committees collaborate and overlap in membership for coherent College assessment practices. Each committee meets at least monthly to evaluate assessment reports, review policy changes, and address related issues. Annual reports helpfully consolidate assessment procedures, results, and improvement plans and are accessible by faculty and administrators ([2007-2008](#), [2008-2009](#), [2009-2010](#), [2010-2011](#), [2011-2012](#), [2012-2013](#), and [2013-2014](#)).

Also see subcomponent 3.C.1.

Course and program creation and updates undergo a [multi-stage process](#) that results in approved [course masters](#) with mandatory learning goals, outcomes, and assessment practices (see subcomponent 3.A.1.), which appear in course [syllabi](#), guiding faculty and students alike. Professional development workshops (e.g., cross-disciplinary [CTEI training](#)) assist faculty in developing clear, assessable learning outcomes that will lead to mastery of skills and knowledge.

General Education Assessment

As discussed in criterion 3, faculty and administrators collaborate in creating General Education outcomes. CASL—General Education procedures are updated annually ([2007-2008](#), [2008-2009](#), [2009-2010](#), [2010-2011](#), [2011-2012](#), [2012-2013](#), [2013-2014](#), and [2014-2015](#)). With the exception of Critical Thinking, which has been assessed in randomly selected courses, the procedures establish a cycle wherein a division submits a course to CASL—General Education for approval to assess a specific outcome and then creates and executes an assessment project. Results are reported to the division and to CASL—General Education, curricular and/or pedagogical changes are made by

faculty to address deficiencies, and the outcome is re-assessed, "closing the loop." CASL—General Education annual reports for 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012- 2013, and 2013-2014 incorporate divisions' reports, some of which are summarized. Full reports on Information Literacy assessment in ENG 135 (Business and Technical Writing and Research) for artifacts collected in 2006 and 2007 and on Written Communication assessment in ENG 135 for artifacts collected in 2007 and 2009 exemplify closing the loop. Between 2007 and 2014, the College assessed multiple times the American Society outcome in eight courses, the Computer Literacy outcome in eleven courses, and the Written Communication and Information Literacy outcomes in two courses.

Some departments encourage standardization and group grading of key assignments, such as final exams, to create uniform performance expectations. See, for example, the language that the Chair of the ESL Committee includes in her syllabus for ENG 092 (Basic Writing for the Non-native Speaker: Paragraphs to Essays). Also see standardized final exams used by Mathematics in developmental courses (MATH 074 and 080) and standardized tests that have been used in POLS 131 (Introduction to American Government and Political Science), SSC 131 (Survey of the Social Sciences), and PSY 131 (Introductory Psychology) to assess General Education outcomes.

General Education assessment has been mostly course-based and formative. Partly in response to concerns raised in the 2005 HLC Accreditation Report (section II.B.), cross-curricular and summative assessment are also being pursued. For example, because Critical Thinking has been an outcome that the College considers necessary in all college-level courses, it has been assessed across the curriculum in randomly selected courses. Then in 2008, the Watson-Glazer Critical Thinking Assessment was administered college-wide to more than 400 randomly selected students. Test results for students with up to 15 credit hours were compared to results for students with at least 45 credit hours. The test was repeated in 2011. The Collegiate Assessment of Academic Proficiency (CAAP) test is being explored as an alternative (see below).

Creating an objective summative assessment tool that does not depend on disciplinary expertise (and that is therefore usable across the curriculum) has been challenging. Information Literacy has been assessed in ENG 132 (College Writing and Research) and ENG 135, which explicitly focus on research strategies and use of documented research results to write persuasive arguments. However, Information Literacy should also be assessed in other subjects and stages of students' academic careers. The Information Literacy Interim Report describes the process of researching and evaluating preexisting information literacy tests, determining that those tests did not adequately fit HFC's needs, developing and piloting our own test (AGILE 1.54P) at the end of the Fall 2009 and beginning of the Winter 2010 semesters, and revising and re-administering the test (AGILE 1.60P) at the end of the Winter 2010 semester. While this project was overseen by the Assessment Committee for English (formed in 2006 in response to assessment results), faculty across the curriculum participated in creating and critiquing questions. Most significantly, an HFC research librarian was a primary participant and established the Association of College and Research Libraries (ACRL) Information Literacy Standards as the framework for test development. Test results and student feedback suggested that the test should be further revised for more accurate data.

Summative assessment has been pursued for Written Communication, though it focuses on students at the end of a composition course sequence, not necessarily on students nearing degree completion. This quasi-summative assessment compared the writing abilities of students just entering college-level composition with abilities of students who had completed the final writing course of the sequence (see the final reports for 2009 and 2010, which include details about the procedure and assessment artifacts).

While the College has taken steps toward General Education summative assessment, major institutional changes, including turnover in administration and sudden retirements of many of the assessment leaders, disrupted the process. Now that the College administration, structure, and faculty are stabilizing, summative and cross-curricular assessment will be a major focus. Evidence lies in the College's recent cataloging of capstone courses for General Education assessment and in its administration of the CAAP test for computer literacy, reading, writing, mathematics, essay writing, and critical thinking. Randomly selected students took the CAAP test after receiving background on it. Freshman and sophomore student performance fell below the national averages (also see institutional reports for Winter 2014 and Fall 2014). CAAP results will be used as a baseline for upcoming summative assessment.

<div align="center">Program Assessment</div>

Given the variety of associate degree programs, standardizing the assessment process and linking assessment to explicit program learning outcomes (PLOs) has proven difficult; however, since Fall 2012, the Committee for the Assessment of Student Learning (CASL)—Programs has improved the process.

From 2007 to 2012, processes for assessing 60-65 associate degree programs were developed, but assessment methods were inconsistent, PLOs were often unclear, and students demonstrated little improvement. Even though the five-year cycle included the same general steps as the cycle for General Education, course objectives, program learning objectives and outcomes, and assessment tools were poorly aligned. Assessment often consisted of overall examination scores, Perkins-related measures, or third-party testing that could not be matched to specific outcomes. Poor participation (40 out of 60+ programs participated) and students who were inadequately informed about the learning outcomes that they should aim to achieve further compromised the usefulness of the PLO assessment results.

Redesign of PLO assessment procedures began in Fall 2012. By Fall 2013, all associate degree programs had specific outcomes. The new process differentiates between formative and summative assessment measures, focuses on aligning course and program learning objectives, specifies a level of performance for each course, and emphasizes a coherent progression of learning in the program's course sequence (Program Level Assessment Guidelines). To facilitate summative assessment, all associate degree programs are encouraged to have capstone courses. Recently, all 51 certificate programs also established PLOs.

During the first year of implementation (2013-2014), of the 62 associate degree programs expected to adopt this new approach, 40 fulfilled all requirements, 10 fulfilled most requirements, and 12 still had substantial work to do (see Program Assessment by Semester).

4.B.2.

The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

As demonstrated in subcomponents 3.B.1, 3.B.2, and 4.A.1. and in component 4.B., learning in curricular programs is regularly assessed. While co-curricular offerings undoubtedly complement and extend academic learning outcomes and achievement (see subcomponent 3.E.1.), the College does not formally assess co-curricular learning. However, plans for such assessment are in the offing; learning

outcomes articulated for Student Activities and for some other co-curricular offerings, such as the Democracy Education Program and study abroad (which is connected to credit-earning courses with learning objectives), have begun the process.

4.B.3.

The institution uses the information gained from assessment to improve student learning.

College-wide, in programs, and in specific courses, assessment results are analyzed and used to improve student learning.

Several professional development sessions resulted from the Critical Thinking and Information Literacy outcome assessments. In 2007, the annual Professional Issues Conference (internal faculty professional development) was titled Critical Thinking about Teaching: The Cognitive Basis of Effective Instruction. Faculty who planned this conference recognized through various assessment projects that instructors were incorporating critical thinking into their courses, but most were doing so more intuitively than strategically. The presenter connected critical thinking to the learning process and introduced teaching strategies designed to move students through levels of critical thinking. Also, the Center for Teaching Excellence and Innovation (CTEI) has held workshops on pedagogical strategies for critical thinking, including a mini-conference on inquiry-based learning, mini-courses on metacognition and problem-based learning, a book group discussing *How People Learn*, and a session on the taxonomies of learning (report, p. 10). The CTEI, the Assessment Committee of English, and a research librarian collaborated on information literacy sessions (report, p. 11) addressing how to tap the College's resources and how to create and assess learning activities. These sessions laid groundwork for the College to shift from formative assessment of information literacy in English courses to summative assessment college-wide (see the 2010-2011 CASL Annual Report).

Participation in the Degree Qualifications Profile (DQP) project and in Achieving the Dream (ATD) improved learning and assessment. The DQP report revealed weaknesses in stating learning outcomes and in formative and summative assessment, and ATD assessment data inspired several projects. The developmental Mathematics curriculum was revamped to increase pass rates and movement into gatekeeper courses, and a "Transition-to-College" project aimed to improve recent high school graduates' academic preparedness. Though the results of these projects were mixed, they triggered deeper, more promising changes, such as a revised college success course, remedial and "Best-Fit" mathematics projects, and a pilot of a first-year experience program. See the 2009, 2010, 2011, and 2012 annual reports to ATD and subcomponent 3.D.2.

Assessment has also spurred program changes. The five-year assessment cycle (summarized in the Final Report of Programs Assessment, 2012-2013) included projects from the Computer Information Systems (CIS) and Administrative and Information Management programs that used the National Occupational Competency Testing Institute exam. When the CIS Department discovered that its students' understanding of computer security was weak, it began requiring two computer security courses. Meanwhile, the Administrative and Information Management Department added an accounting course after discovering students' weakness in accounting and computational skills. In the Pre-Education Program, assessment of the mathematics Program Learning Outcome (PLO) revealed that in Fall 2013 68% of students had adequately mastered fundamental mathematics for teaching; in Winter 2014, that number increased to 86%. For further improvement, Mathematics faculty included more practice exercises and opportunities for students to demonstrate mastery through writing assignments, test items, and test corrections; also, the Mathematics Department broadened its

assessment to encompass this PLO.

Program review in Industrial Technology led to realignment of the Process Technology Program with Power Engineering and to updates to the Multi-skilled Manufacturing Maintenance Program to include a CIMED class course track. Also, lab and equipment updates and expansion strengthened the Machine Tool Technology/CNC, Electrical Technology, and Energy Technology—HVAC programs.

Program Review for Occupational Education revealed unmet benchmark pass rates in the Nursing Program for the National Council Licensure Exam (NCLEX) and in the Medical Office Assistant (MOA) Program for the Certified Medical Assistant Exam. In response, Nursing overhauled its curriculum, the MOA curriculum is being reviewed, and a new Program Director was hired.

More comprehensively, CASL—Programs created a committee to mentor and consult with faculty.

General Education assessment results are widely used to improve teaching and learning. A 2014 survey of full-time faculty reported that 80% of respondents had changed their teaching methods as a result of assessment. This finding is illuminated in CASL—General Education annual reports (see 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014). For example, ENG 135's cycles of assessing Written Communication and Information Literacy prompted the ENG 135 (Business and Technical Writing and Research) Committee to develop, regularly update, and distribute a packet of training and course materials (prior assessment results, discussion of course elements that students found particularly challenging, and teaching tips and materials from veteran ENG 135 teachers). Also, course design and scaffolding of learning received more attention. The Written Communication report to CASL—General Education, which summarizes assessment results from 2003-2009, reveals improved student performance following these changes. The ENG 135 Committee also made a presentation to the English and World Languages Division on the dramatic shifts that students encounter when moving from ENG 131 (Introduction to College Writing (academically oriented writing)) to ENG 135 (professional/workplace writing) and suggested assignments that could be given toward the end of ENG 131, creating a bridge into ENG 135.

Recognizing that effective course placement is essential for optimal learning, the ENG 135 Committee composed the document Comparison/Contrast: English 132 and English 135 to help Counselors and instructors unfamiliar with ENG 135 when counseling students on which course better fit their needs. It was also discussed with lead teachers in the Technology Division, whose students could especially benefit from ENG 135.

4.B.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.

HFC endorses the Higher Learning Commission's statement that "effective assessment is best understood as a strategy for understanding, confirming, and improving student learning." As documented by organizations such as the HLC and the National Institute for Learning Outcomes and Assessment, "good practice" in student learning assessment includes

- full participation of faculty and other instructional staff;
- consistent formative, summative, and program assessment;
- a common understanding of learning outcomes and the standards by which they are measured;

- well-constructed assessment projects that measure those outcomes directly, enable a causal analysis relating student performance to instructional methods, and yield data that will promote purposeful changes in pedagogy and/or support services and college policies; and
- procedures that are reviewed and updated regularly.

These tenets are reflected in prefatory material in the CASL reports and processes (subcomponent 4.B.1.). See, for example, the combined General Education and Programs assessment report for 2012-2013 (p. 3) and the Senate charges to CASL—General Education and CASL—Programs (pp. 3-4, College Organization standing committees).

However, the College recognizes its weaknesses, especially with regard to summative and program assessment and documentation of the cause-effect connection between assessment-related pedagogical and institutional changes and changes in student learning. The paragraphs below describe a strong foundation for improvement.

HFC assessment is a dynamic, inclusive process. As discussed previously, assessment procedures, projects, and learning outcomes are regularly reviewed and updated, resulting in localized changes (e.g., new course materials) or broader changes (e.g., revised course masters or program requirements) (see subcomponents 3.B.1., 3.C.1., 4.A.1., 4.B.1., and 4.B.3.). One of the most substantial changes to General Education assessment is currently underway: achieving common evaluation standards for each outcome, regardless of the course or project in which that outcome is assessed, and approving courses for assessment based on their alignment with not only the outcome's definition but also its rubrics. During Spring 2014, interdisciplinary teams created pilot rubrics for each of the new General Education outcomes (Civil Society and Culture: US and Global; Communication: Written and Oral; Computer Technology; Critical Thinking and Information Literacy; and Quantitative Literacy). The rubrics will be reviewed, revised, and endorsed by CASL—General Education before final approval. Also, faculty completed a survey in which they identified courses that fit one or more of the General Education outcomes and then rated the degree of mastery expected in those courses. This step is critical to refining General Education assessment and pursuing summative assessment.

Assessment substantially involves faculty and other instructional staff. HFC has always endorsed a faculty-driven process. Faculty vet and approve learning outcomes (see subcomponent 4.B.1.) and are well represented on CASL—General Education and CASL—Programs, where they collaborate with administrators to develop and oversee the process and make policy recommendations. CASL also uses subcommittees, forums, surveys, and College Organization (full-time faculty and administrators) discussions to include faculty and instructional staff who are not CASL members.

At the department/division level, faculty create and approve course masters that define measurable learning outcomes, approve courses to submit for formal assessment, develop and implement the assessment instrument, analyze results, report to CASL on those results and subsequent improvement plans, and repeat the cycle, "closing the loop."

Limited summative assessment and the random selection of courses for Critical Thinking assessment have promoted participation across the curriculum. For Critical Thinking alone, over four years, courses were randomly selected from each of the academic areas to conduct two-year assessment projects. A survey approximates full-time faculty involvement in assessment between 2011 and 2014: nearly half had served on CASL—General Education or CASL—Programs, almost 60% had collaborated with colleagues on assessment of one or more of the General Education outcomes, and approximately 60% had participated in assessment of an associate degree program.

Other instructional staff involved in assessment include those in Institutional Research and in the Teaching and Learning Services (TLS) Division, particularly the Center for Teaching Excellence and Innovation, which runs assessment-related professional development sessions (see subcomponents 3.C.4., 4.A.4., and 4.B.1.). The addition of the Manager of Teaching Support Services will strengthen assessment-related professional development. Librarians, who are considered faculty, are also heavily involved, as demonstrated by a research librarian's membership on CASL—General Education and his collaboration with the English Department to develop, pilot, and revise an objective, interdisciplinary information literacy test for community college students (see subcomponent 4.B.1.).

While assessment is strong in many respects, improvements are needed, and progress is being made. The new program assessment process incorporates three levels of performance: introduction, developing, and competency. Summative assessment will be enhanced by identifying capstone courses and implementing measures such as the ACT's Collegiate Assessment of Academic Proficiency in capstone courses and in other courses enrolling students with a high number of credit hours. In several reports to CASL, linking assessment results to student demographics and assessing online courses alongside their on-campus counterparts were goals for collecting more useful data and devising more effective learning improvement plans.

While data are critical to learning assessment, faculty conversations about curriculum, pedagogy, and professional development are often even more important for meaningful, assessment-related change. These discussions may involve clarification of course objectives, appropriate course sequencing, and standards, both within and between disciplines. Such was the case in updating the General Education outcomes, when faculty debated the appropriate breadth and depth of learning in associate degree programs versus bachelor's degree programs.

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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.)

Argument

4.C.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.

Goals for improving student retention, persistence, and completion are established both college-wide and within programs and align with the College's mission, student population, and educational offerings.

Institutional goals are set mainly through the Retention Advisory Committee (RAC) and Student Affairs, while program goals are established through the internal Program Review process, recommendations from program accreditation reviews, and, for Perkins-funded occupational programs, State-mandated, annual Core Indicator reporting.

As a committee that includes administrators, faculty, and staff, RAC is uniquely equipped to address institutional retention, persistence, and completion. In the 2012-2013 academic year, RAC drafted a college-wide retention plan congruent with baseline data from the Office of Institutional Research and information from past retention reports. The plan includes strategies to increase graduate rates and success in developmental courses, promote use of academic advising and counseling, create comprehensive academic success center resources, and increase student involvement beyond the classroom.

As recommended by a Continuous Process Improvement team focusing on retention in Fall 2013 (see final report), the Retention Coordinator and RAC were reinstated after a brief period of inactivity. RAC set more precise goals for seven measures of student success: graduation, credit hour completion, term-to-term and fall-to-fall retention, developmental class completion, transfer rates, and average two-year credit threshold (RAC Report on Measures of Student Success). To be ambitious yet

achievable, goals were based either on the average performance of peer colleges identified from the Voluntary Framework of Accountability or on a four-year average performance measure from HFC. Usually, the cohort to be measured comprised either FTIAC (first time in any college) students or all new students (FTIAC and transfer students who enrolled at HFC for the first time) in a Fall term.

Enrollment Services also has goals for retention, persistence, and completion. For example, it aims to recruit and retain well-prepared students who are most likely to succeed (e.g., by expanding the Honors Program into an Honors College) and to recruit students who have at least a 2.0 high school GPA and college-level preparedness, thus reducing students enrolled in at least one developmental course from 87% to 70%.

Retention, persistence, and completion are also examined through the College's program review (see Program Review Handbook) and, for Perkins-funded programs, through annual State of Michigan Core Indicator compliance reporting. For internal review, minimum baseline goals are set for each metric based on the overall College average. Faculty are encouraged to establish more specific program goals by comparing program performance to the College average performance and using data from the previous five years. For Perkins-funded occupational programs, retention and completion are included in State-mandated reports through Core Indicators 2P1 (Credential, Certificate, or Degree Completion) and 3P1 (Student Retention or Transfer). Indicator benchmarks are set annually by the State, in cooperation with the U.S. Department of Education Office of Vocational and Adult Education. Comparing annual HFC Perkins Core Indicator Performance with State performance expectations enables the College to identify and address shortcomings.

While HFC has been inconsistent in defining explicit, measurable goals for retention, persistence, and completion, resources and processes are being developed or implemented that will lead to consistent, concrete goal setting.

4.C.2.

The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The College has relied on several methods of collecting and analyzing information on retention, persistence, and completion, both College-wide and in specific courses that are often barriers to students pursuing associate degrees and certificates. Examples follow:

- IPEDS data are used to track completion (2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015) and graduation rates (2010-2011, 2011-2012, 2012-2013, 2013-2014).
- Term-by-term persistence and retention for Fall FTIACS are tracked. See reports for FTIAC persistence by same program (2007, 2008, 2009, 2010, 2011, 2012, and 2013) and FTIAC persistence in different programs (2007, 2008, 2009, 2010, 2011, 2012, and 2013).
- Annual State of Michigan compliance reports (per the Carl. D. Perkins Career and Technical Education Act of 2006) include data on six Perkins Core Indicators, including completion, student retention, and student employment rates. Associate deans receive a compilation of data.
- A Program Review in Occupational Education self-study is required by the State of Michigan every five years for occupational programs that receive Perkins funds. The self-study examines and evaluates Perkins Core Indicator data, program enrollment, and stakeholder perceptions of the program, guiding faculty plans for improvement.
- Task forces (e.g., the Task Force on Counseling and Advising) and standing committees (e.g.,

the Retention Advisory Committee (RAC) and Scholastic Policies Committee) are often charged by the College Senate to conduct studies on related questions and make recommendations to the Senate and upper administration. (See, for example, RAC Report on Measures of Student Success and the final report of the Senate Task Force on Counseling and Advising.)

- Board of Trustees meeting presentations often include retention, persistence, and completion data analysis. For example, in 2013, a Senate subcommittee delivered a presentation on student retention, persistence, and completion to illustrate the complexities involved in measuring these traits in community college students and to use that information to generate potential improvement strategies. While that presentation's main source was IPEDS, it also used the U.S. Census and the Activity Classification Data Books and Tables from the Michigan Community College NETwork.
- Through Achieving the Dream (ATD), the College used ATD guidelines to gather and analyze student retention, persistence, and completion data. See HFC's 2009, 2010, 2011, and 2012 reports to ATD and 2006-2011 statistics from the ATD database for persistence and credentials completion or transferring in.

The College also acknowledges the need to improve collection and analysis of retention, persistence, and completion data and has begun the process:

- Recent Continuous Process Improvement teams focused on retention (Fall 2013), customer service (Fall 2013), advising (Winter 2014), policies and procedures (Winter 2014), and first-year experience (Winter 2014).
- The Office of Information, Marketing, and Effectiveness acquired two Institutional Research Business Intelligence Analysts.

4.C.3.

The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

College-wide and within programs and departments/divisions, data are used in creating plans to improve student retention, persistence, and completion.

At the institutional level, task forces and Continuous Process Improvement (CPI) teams have used the information to explore and create procedures that will increase retention, persistence, and completion:

- improving student services by, for example, adding advisors to the staff for more efficient customer service (a recommendation of the Task Force on Counseling and Advising in 2011),
- improving and expanding new student orientations,
- piloting and using Datatel/Ellucian's Retention Alert module (see Board Report 3744 and October 2011 Retention Advisory Committee minutes) in order to identify and proactively intervene with students at risk of attrition or failure, and
- purchasing Ellucian's Student Planning module (Board Report 4072) for implementation in Fall 2015.

See also CPI team reports on retention, the first-year experience, e-advising, and scholarship and transfer-out processes.

Additionally, several enrollment initiatives were instituted to improve not only recruitment and enrollment but also retention and completion:

- addition of a call center to address documented incidences of student dissatisfaction,
- outreach to specific student groups, including stop-outs, previous guest students, students admitted to the College but still not registered for classes, and at-risk students, and
- outreach to 4,000 students close to completing their graduation requirements, encouraging them to discuss degree attainment with an HFC Counselor.

Some initiatives focus explicitly on improving completion rates. The 2009-2013 "Win/Win" involved community colleges from nine states seeking to award associate degrees to students retroactively if those students had fulfilled the requirements but not received degrees. HFC awarded degrees to 25% of eligible students; 60% of eligible students could not be contacted for permission. Also, HFC negotiated reverse transfer agreements with 18 Michigan universities.

Some information has led to curricular and procedural changes in programs. The Degree Qualifications Profile (DQP) was crucial. In this process, faculty revised program learning outcomes (PLOs) and designated which courses introduce (I), develop (D), or lead to competency (C) for each learning outcome. Revision of PLOs allowed for the implementation of an ongoing program assessment process that will enable more efficient, purposeful curriculum adjustments. Mapping courses as I, D, or C helps to scaffold course content for student success and should improve retention, persistence, and completion (see Program Level Assessment Guidelines).

Information from Achieving the Dream (ATD), CPI projects, and division/department research and assessment has also spurred changes in specific courses, often to improve retention and persistence of developmental students, who are at great risk of attrition or inefficient completion of certificates and degrees. Examples include the following:

- The English Department's implementation of the Accelerated Learning Program (subcomponent 3.D.2.) and adjustments to course placement scores,
- the Math ReDesign project (subcomponent 3.D.2.), and
- more accurate course placement by instituting a pre-test video and quiz (CPI retention report).

Two ATD-related initiatives seemed promising but were discontinued. (1) Transitions to College identified high school students with poor ACT scores and enrolled them in ENG105 (Transition to College) and COLL106 (Mathematics). Low enrollment made this initiative unsustainable. (2) The Math Practice and Supplemental Support project showed insignificant change in performance. Please see the 2009, 2010, 2011, and 2012 HFCC reports to ATD.

Recognizing that students need basic reading and writing skills to succeed in college-level courses, the Retention Advisory Committee recommended that students who place into the lowest-level developmental English courses take those courses within the first six credit hours and that they be counseled to create a manageable course schedule. This motion was passed by the College Organization in January 2011.

To continue working on improving student retention, persistence, and completion, the College is using data from its participation in the Kresge Foundation Student Success Initiative: Men of Color in Community Colleges to understand how age, gender, and race correlate with student success rates and to develop initiatives that will improve success, especially for men of color (see cohort data and action plan).

The College will continue to implement and expand initiatives already proven successful, such as Inside Track and recommendations from a 2009 report on tutoring at HFCC, several of whose recommendations also appear in the 2013-2014 Learning Lab Report).

4.C.4.

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

The Office of Information, Marketing, and Effectiveness takes primary responsibility for internal and external data collection, analysis, and reporting, including time-sensitive State, Federal, and accreditation reports and reports to support institutional planning and assessment of student learning. This office submits data to and uses data from industry-recognized sources, following those sources' methodologies: IPEDS, Voluntary Framework of Accountability (VFA), Perkins, and Achieving the Dream (ATD).

Whenever possible, data are used for direct comparison of HFC measures to measures of other institutions. The Retention Advisory Committee has carefully chosen measures that can be evaluated using existing IPEDS, VFA, and ATD data sets (RAC Report on Measures of Student Success).

In order to ensure accuracy and consistency of data submitted to VFA, ATD, and other State and government agencies, data dictionaries are developed (see VFA and ATD dictionaries). They include a summary of each data element requested, which HFC data field(s) are used to extract or derive the data element, any processes used to generate derived data, and any supplementary notes required to correctly interpret the data. IPEDS documentation is similar to VFA and ATD data, but because there are multiple reporting periods, each with multiple reports, the documentation for IPEDS is spread among several folders, documents, and databases. New, year-specific folders are added at the beginning of each reporting period and populated with updated documentation.

As data are extracted and reports are developed, data quality issues are often detected and resolved. Once detected, questionable or spurious data are referred to the area that "owns" the data for evaluation and correction. A recent report from the data integrity CPI team suggests guidelines for many aspects of data collection/entry procedures and processes and the formation of a permanent committee to oversee and resolve data quality issues. Membership on that committee includes Directors, Associate Deans, and representatives from Information Technology Services and Information, Marketing and Effectiveness.

Sources

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4.S - Criterion 4 - Summary

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

Summary

The College's history of faculty-driven assessment procedures and faculty-determined course content and prerequisites is central to the institution's high-quality education and continuous improvement. General education outcome assessment has focused mostly on formative assessment in isolated courses and has led to many improvements in course content, pedagogy, and professional development. The assessment process is evolving to include college-wide, summative assessment using measures such as the Watson-Glazer Critical Thinking Assessment and CAAP testing, is identifying capstone courses in programs, and is piloting common learning outcome rubrics for all courses that are assessed. Career and technical programs are regularly assessed by third-party accreditors and (for Perkins-funded programs) Program Review for Occupational Education. Internal program evaluation has been inconsistent; therefore, new program assessment procedures have been recently developed and apply to both career/technical and liberal arts programs. Early results have already proved helpful in clarifying learning outcomes and scaffolding instruction.

Several special projects have provided insight into retention, persistence, and completion. They include Continuous Process Improvement team projects and participation in Achieving the Dream; participation in Cohort 3 of the HLC's Pioneer Pathways and evaluation of the Degree Qualifications Profile; and participation in the Kresge Foundation Student Success Initiative: Men of Color in Community Colleges.

Evaluation of the College's student support services has led to many changes that will improve recruitment, retention, persistence, and completion. They include simplifying the registration process and centralizing services, building new student orientation to become mandatory and accessible in person or online, creating a first-year experience program, and implementing technology such as the Retention Alert software. The Retention Advisory Committee creates a college-wide retention plan, which includes measures of success.

The Office of Information, Marketing, and Effectiveness uses data from industry-recognized sources, such as IPEDS, Voluntary Framework of Accountability, Perkins, and Achieving the Dream, to generate reports on retention, persistence, and completion. Tracking HFC graduates' success has proven difficult. HFC surveys and the National Student Clearinghouse yield valuable but incomplete data. A new State database, the Michigan Statewide Longitudinal Data System, will improve the College's evidence-based strategies.

Sources

There are no sources.

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.

Argument

5.A.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.

Since the College's last accreditation in 2005, serious fiscal challenges have impacted human and infrastructure resources. Contract concessions, institutional reorganization, procedural changes, and planning have addressed these challenges to achieve operational sustainability.

<div align="center">Fiscal Resources</div>

External and internal factors led to fiscal challenges that have mostly been resolved.

Financial swings have been extreme (Statement of Cash Flow 2005-2014 and Statement of Revenue, Expenses, and Changes in Net Assets). In early 2012 the College had a cash reserve of approximately $12.7 million, within the auditor-recommended guidelines. By the end of fiscal year (FY) 2013, the College was operating under an $8.9 million deficit and a cash flow that had dropped to just over $7.2 million; without corrective actions, a negative cash position in excess of $10 million was projected by December 2013. A reduction in Net Assets for FY2013 from $80 million to $71 million (Other Supplemental Information, Dearborn School District) coincided with a $7.2 million loss in the General Fund and a decrease in unrestricted reserves from $12.5 million to $5.4 million. The initial budget for FY2014 projected a $16,739,797 deficit, which was reduced to $6,893,646 (FY 13-14

Board of Trustees General Fund Report With Adjusted Budget - Summary), a critical turning point toward financial stability.

Further adjustments (described below) yielded a projected surplus of $1,232,944 for FY2014, the first potential budget surplus in three years (FY14 Budget Adjustments). By the end of FY2014, the General Fund Surplus exceeded $5,200,000, a $12,300,000 gain over the previous year's $7,100,000 deficit (income statement) and a definitive response to FY2014's initial deficit of $16,700,000 (FY13-14 Board of Trustees General Fund Report with Adjusted Budget). Also, cash flow increased by $8.5 million, from its lowest cash point of $1,578,647 on August 10, 2013, to $10,177,092 on August 10, 2014 (FY15 Cash Forecast).

Causes of the College's financial problems were complex. Partly, they reflected reductions in three revenue sources (State appropriations, local property taxes, and tuition and fees) during the national housing crisis and economic recession and the automotive industry's collapse. In the past, these three revenue sources were approximately equal; now only 27% comes from the State and 13% comes from property taxes; tuition and fees comprise the balance. Continuing a trend that began in FY2005, State revenues have increased by 13% since 2005, an average annual rate of less than 1% (Statement of Revenue, Expenses, and Changes in Net Assets). The College has relied increasingly on property taxes, tuition, and fees; however, as houses were abandoned and faced foreclosure and property values fell, students (many unemployed) shouldered more of the burden. Although enrollment surged from 2009-2012 in response to the economic downturn and HFC recruitment efforts, student bad debt jeopardized this third revenue source. Furthermore, as the economy began to recover, enrollment dropped 20% from Fall 2012 to Fall 2013 (IPEDS Enrollment Data Fall 2004 - Fall 2014).

Internal irregularities exacerbated the College's financial crisis. First, in 2012 much of the cash reserve was spent on capital projects, including the Welcome Center renovation and Science Building construction (Statement of Cash Flows 2005-2014). Second, to alleviate students' financial stress during the recession, the College relaxed its registration and payment policies; unfortunately, student bad debt then increased by 1,045%, from $1.1 million in 2007 to $11.5 million in 2013 (Statement of Revenue, Expenses, and Changes in Net Assets and Grant Thornton's Student Accounts Receivable Assessment). Bad debt increased from 3% of the budget in FY2009 to over 12% in FY2013 (General Fund Expenditures compared to Bad Debt 2004-2015).

Several strategies were implemented to resolve the aforementioned problems (FY13-14 Gap Reduction Strategies and Deficit Reduction Strategies).

To improve financial oversight, the former Vice President/Controller position was redefined as two positions: Vice President of Administrative Services and Vice President of Financial and Auxiliary Services.

Procedural changes decreased bad debt by $8.5 million dollars from FY2013 to FY2014 (General Fund Expenditures compared to Bad Debt 2004-2015). Students who haven't paid their tuition or set up a payment plan are now deregistered one week before classes start, one day after classes start, and one day after the last day for schedule adjustments; these students cannot re-register for 36 hours unless they pay at the time of re-enrollment. Also, to control "Return to Title IV" refunds and adjust Federal financial aid for non-attending students, faculty report each student's attendance status.

Other deficit reduction strategies include contract concessions and voluntary employee severance packages (see summary). The full-time faculty bargaining unit's early contract renegotiation in 2013 generated savings of $5,792,431 for FY2014 and more than $23,000,000 over the next four years (settlement costs). The adjunct faculty unit relinquished a previously negotiated future 1% raise. The

President's Cabinet gave back two steps on the salary schedule, eliminated longevity payments, and eliminated tax sheltered annuity benefits. Layoffs of 12 members of the Administrators Association bargaining unit initially saved $1,219,781. The layoffs spurred two arbitration decisions that yielded monetary settlements for two administrators and clarification of layoff and recall provisions. The net savings from administrative reductions in force still exceeded $1.1 million. The administrators bargaining unit subsequently ratified a contract containing future wage and benefit concessions.

The College's reserves and cash flow continue to improve. An initial plan to re-establish unrestricted reserves aimed for $5.2 million in FY2013, increasing to $21.6 million by FY2019; with the $5.2 million surplus in FY2014, that projection was revised to reach $21.6 million two years early (FY2014 Recommended Reserve Balances – initial and revised).

Furthermore, the FY2015 budget, which presumed an 8% decline in enrollment, drove operational planning. For FY2015, $1,876,015 of the budget was approved for planning initiatives. An additional $943,800 was deferred pending Fall 2014 enrollment results; because enrollment was unexpectedly up 0.68%, Cabinet approved release of those monies for FY2015. Ultimately, $2,819,815 of the FY2015 budget was approved for operational planning initiatives (FY15 Budget Planning with Assumptions). Even with the additions of the planning initiatives, a budgeted $2,500,000 surplus in the General Fund is projected for FY2015.

During planning, each area of the College analyzed program growth, space, and other needs to prioritize funding requests. These requests totaled $12,000,000, far exceeding the allotted funds. Cabinet evaluated requests by their impact on student success and learning and approved full-time faculty hires for growing programs, facility renovations, implementation of phase 1 of the student technology plan, and other student-related expenditures (FY15 Budget Planning with Assumptions).

The Higher Learning Commission's 2005 accreditation report foresaw deepening financial problems due to Michigan's unresolved structural deficit issues and cautioned the College that continuing student tuition increases may weaken its competitiveness with neighboring institutions, creating a new revenue obstacle. While tuition and fees increased by 4% in Winter 2014, no tuition increase for FY2015 occurred. The operational and financial planning processes described above pursue financial sustainability and competitiveness. Dearborn approved an additional property tax increase of one mill, which will yield $3,200,000 per year starting in FY2015.

<div align="center">Human Resources</div>

When allocating human resources, the College analyzes enrollment data, strategic goals and initiatives, individual and/or department workload, compliance and accountability requirements, and comparable community college staffing. IPEDS employee data for 2006/2007-2012/2013 reveal a relatively stable number of full-time management and support staff and a variable number of part-timers, whose numbers spiked alongside student enrollment for the three-year period beginning 2009/2010 (see student profiles for Fall 2006, 2007, 2008, 2009, 2010, 2011, 2012, and 2013).

A comparison of the organizational chart in 2005 (self-study, appendix A), the time of the last HLC site visit, with the current organizational chart reveals major structural changes:

- consolidation of the academic area under one Vice President of Academic Affairs (reduced from two in 2005) and six Associate Deans (reduced from 10),
- reassignment of Information Technology and Facility Services from Financial and Auxiliary Services to Administrative Services,
- replacement of the Vice President/Controller with two, more specialized administrators (Vice

President of Financial and Auxiliary Services and Vice President of Administrative Services),
- title change of two Cabinet Executive Directors to Vice President, reflecting expanded duties, and
- in-sourcing of legal counsel by creating a Vice President, Legal Services.

Human resource expenditures dominate the budget (79.7% in FY2015); organizational restructuring in June 2013 maintained operations and created economically sustainable staffing. Responsibilities were redefined to maintain institutional skills and competencies at an overall lower salary budget and coincided with 12 layoffs in Spring 2014 (see above). Staffing levels from 2005-2015 IPEDS data show that 2014-2015 administrative positions (Cabinet, Administrative Assistants, all Human Resource personnel, and Local 71 Administrators) are at 2007-2008 full-time equivalent levels and pre-2007 salary expenditures.

Within Academic Affairs, restructuring took effect in Summer 2013 and has been reevaluated and fine-tuned. Associate Deans displaced by the elimination of four positions returned to full-time faculty. Program/Academic Coordinators, Department Chairs for Nursing and for Health Careers, and a Division Chair for Industrial Technology were added. Also, support positions, such as Assistants to Associate Deans, were created. Academic Affairs reviews its staffing every semester and makes necessary adjustments. The Academic Affairs Organizational Structure shows full-time, part-time, and course release time by position.

Student services (subcomponent 3.C.6.) were restructured to increase efficiency and student satisfaction. The Financial Aid Department reduced the number of contract workers, saving $250,000.

However, online learners are insufficiently supported by current staffing. A report by the Instructional Technology Committee evaluated distance education at the College and concluded that student support and other resources, such as a staffed testing center, are inadequate. These concerns will be addressed by the recently formed Senate Task Force on Online Education (see charge) and by the President's Steering Committee for Online Learning.

Criterion 3 further discusses faculty and student support services.

<p style="text-align:center">Physical Infrastructure</p>

The College's learning and working environment is adequate. The Director of Facilities Services oversees the College's physical infrastructure's safety, functionality, and compliance with agency standards. Fifty-two employees maintain the infrastructure.

The physical infrastructure is subject to ongoing, multi-faceted planning. The Facilities Master Planning Committee helps to evaluate, monitor, and make recommendations for facilities projects. Initiatives are prioritized in the Facilities Project Plan and the Capital Outlay Plan (e.g., for 2015-2019 and 2016-2020). In 2013, the College contracted with Stantec, Inc., for more comprehensive evaluation of the existing infrastructure and possible improvements. Using criteria related to safety, sustainability, efficiency, and student recruitment, retention, and success, Stantec developed a 2014 feasibility study (see HFC Master Plan, Part 1 and Part 2), followed by a 2015 Master Plan.

Physical infrastructure projects have run the gamut, from maintenance, repair, and upgrades to major renovations and reallocations of space (Summer 2014 Facilities Projects Presentation). The Facilities website describes completed, active, and future projects from 2013-2015. Over the past 10 years, building square footage has experienced minimal growth (see 2005 vs. 2015 square footage). Nonetheless, changes have been significant and strategic.

- To utilize space better, on the east campus, HFC purchased the Ford Childcare Center, which was renovated to house the School of Nursing, whose needs exceeded the space allotted in the Health Careers Education Center (HCEC). This move freed up HCEC offices and classrooms, allowing the Mathematics Division to consolidate into a single location for more efficient collaboration and easier student access.
- The College purchased the next-door building from the Society of Manufacturing Engineers (SME) to create the Welcome Center, which consolidates key student services. Part of that building is leased back to SME.
- The Science Building was outdated and crowded, limiting academic programs and resources and breaking compliance with safety and environmental standards. Modifications enabled some classes to remain in that building; the rest of the Sciences relocated to a new, state-of-the-art Science Center, allowing expansion of professional programs, such as Biotechnology's certificate and associate degree programs.
- Prompted by the deficit, a review of facilities usage led to selling the Dearborn Heights campus and relocating the Architecture/Construction Technology Program and the Early College to the main campus.

More modest improvements also occurred. For example, the Liberal Arts Building's first floor was redesigned (1) to provide study space and (2) to reduce noise and overcrowding.

The Facilities Master Plan 2014 defines the parameters guiding infrastructure planning, summarizes major construction projects over the past several years, and summarizes maintenance or upgrades of other infrastructure elements, such as utilities. See, too, the Facilities Project Plan and subcomponent 3.D.4., which discusses how preexisting and new infrastructures support teaching and learning.

<p align="center">Technological Infrastructure</p>

The technological infrastructure is supported by a well-trained staff of five administrators, eight technical support staff, 11 contractors, and five co-operative education students. These staff members support the student and financial management system, network and internet services, telephone and voicemail, and other computing needs.

The technological infrastructure addresses administrative and academic needs and is overseen by Information Technology Services (ITS), formerly Data and Voice Communications (DVC) (ITS Technical Overview). Annually, ITS updates its strategic plan (2007-2010, 2011-2012, 2013-2014, and 2014-2015) and objectives (2009-2010, 2010-2011, 2011-2012, 2013-2014, and 2014-2015) and documents its accomplishments (2009-2010, 2010-2011, 2011-2012, and 2013-2014).

The 2013-2018 Technology Plan focuses on academic uses of technology. It contains an audit of classroom equipment as well as recommendations regarding such things as guidelines for keeping an accurate inventory and timelines for purchasing, maintaining, and upgrading classroom technology. The Technology Investment and Perkins funds defray some of the cost. The plan addresses concerns raised in the 2005 HLC report about the need for "enhanced technology" in some areas and additional, alternative funding.

The ITC report identified inadequate technological support for online students and faculty and the need to explore technologies, beyond password-protected access, to verify online students' identities. The report provides helpful background for the Senate Task Force on Online Education and the President's Steering Committee for Online Education. Also, a centralized testing center is planned (Academic Affairs Leadership Council Operational Plan).

5.A.2.

The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resources allocations to other areas of disbursement of revenue to a superordinate entity.

The College is the main entity, and no subordinate entities require resource allocations. Auxiliary services are within the College but generate their own funds and retain their fund balances.

5.A.3.

The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

The College's 2013-2015 Strategic Plan consists of eight achievable goals, each with its own objectives, that elaborate on the mission statement and guide planning and budgeting. Examples follow:

1. **Goal 1C - Access: Develop marketing strategies to recruit new students and increase market share.** In February 2014, the Board of Trustees contracted with a professional service to conduct a marketing research study and propose new institutional branding and enrollment marketing (Board Report - Marketing Study). A new marketing brand was adopted.

2. **Goal 2B - Student Success: Develop a plan to increase student retention and graduation rates.** During Spring/Summer 2014, the Retention Advisory Committee (RAC) identified nine measures of student success to generate data for improving retention. Seven have been defined and benchmarked. (See RAC's meeting minutes for June 26, 2014 and September 23, 2014, its 2014-2015 accomplishments and goals, and its 2015-2016 Operational Plan).

3. **Goal 3B - Community Engagement: Create more opportunities for community members and organizations to engage in joint programs and services with the College.** The Detroit Regional Chamber and HFC collaborated on creating training for employment in the transportation, logistics, and distribution field. Non-credit training began in September 2014; credit-based training is planned for Fall 2015.

4. **Goal 4G - Continuous Quality Improvement: Maintain and improve College facilities to provide a welcoming environment conducive to teaching and learning and to promote the image of the College.** Many facilities projects were completed in 2013-2014, including repairs and creation of an Early College space (subcomponent 5.A.1.)

5. **Goal 5A - Campus Community: Increase employee satisfaction and effectiveness through mentoring and other programs.** In Spring 2014, the Employee Recognition Committee was charged with creating and implementing a recognition program (see meeting agendas), which will incorporate results of a Fall 2014 employee survey.

6. **Goal 6A - Curriculum: Align course, program, and general education learning outcomes with expectations of four-year institutions, accrediting agencies, business and industry, and other partners.** In Winter 2014, to improve programs, the College implemented

Developing a Curriculum (DACUM) processes, in which local industry focus groups create occupational profiles to align the curriculum with industry standards (e.g., 2014 Graphic Design DACUM Results and Graphic Design Curriculum Gap Analysis).

7. **Goal 7C - Funding: Develop and implement operational efficiencies to maximize the effective use of available resources.** The Foundation's implementation of AcademicWorks scholarship software will streamline scholarship processing and reduce errors (see component 2.B.). Also, thank-you notes from scholarship recipients and annual financial reports to endowed scholarship donors have prompted additional donations. Annual reports will be expanded to all scholarships.

8. **Goal 8B - Technology: Implement new software such as e-advising, Retention Alert, and the Portal to improve and enhance college communication.** In May 2014, HFC purchased Strategic Planning Online (SPOL), a web-based product that integrates four areas of institutional effectiveness: strategic planning, budget planning, assessment, and accreditation. SPOL involves each area of the College in transparent planning and budgeting (subcomponent 5.C.2.).

5.A.4.

The institution's staff in all areas are appropriately qualified and trained.

HFC staff are well qualified and trained.

In the hiring process, each position is reviewed, and if necessary, qualification and competency requirements are updated. Selection committees (College Constitution, Article II.B.; Faculty Organization Constitution, Article VI) vet and recommend candidates per these requirements.

Component 3.C. reveals appropriate faculty and student support staff credentials, training, and ongoing professional development. Other support areas, including Buildings and Grounds, Campus Safety, Information Technology Services, and the Welcome Center, also receive specialized training. College-wide training includes institutional emergency preparedness training and training on behavioral intervention reporting. A Continuous Process Improvement team studied and made recommendations for a training and development program, for implementation in 2015.

5.A.5.

The institution has a well-developed process in place for budgeting and for monitoring expenses.

Until fairly recently, the budgeting and monitoring process contained inconsistencies and ambiguities that played a critical role in creating the $16.6 million deficit for 2013-2014. However, following the June 2013 Grant Thornton Student Accounts Receivable Assessment presentation to the Board of Trustees, procedures, documentation, and accountability were clarified, strengthened, and institutionalized.The current budget monitoring process is effective.

Daily and monthly monitoring enables mid-year budget adjustments and timely corrective actions, with President, Cabinet, and Board of Trustees oversight (also see component 2.A.).

- Student tuition and fees, the College's main revenue source, may be projected at any time to check budgetary alignment (e.g., FY2014 Tuition and Fees Forecast).
- Forecasted and actual cash are compared daily, and forecasting adjustments occur based on "timing" issues, such as receipt of Federal Financial Aid, payroll cycles, property tax receipts, and State appropriations (e.g., FY2014 Cash Forecast as of June 12, 2014).
- Monthly reports to the President, Cabinet, and Board of Trustees compare the initial budget with actual, up-to-date figures, provide the adopted fiscal year budget and midyear adjusted budget (e.g., FY2014 Budget Adjustments), and compare year-to-date actual numbers for revenue and expense categories with those from the prior year to show areas of growth and savings (see FY13-14 Board of Trustees General Fund Report with Adjusted Budget 3.31.14 and Budget 2014 – President's Report).
- Critical to managing College operations is the monthly President's Report for the President and Cabinet. This more detailed report identifies revenue and expense subcategories and enables more precise monitoring.
- Each week, Academic Affairs budget managers receive reports to ensure support of operations and resolve problems quickly.

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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.

Argument

5.B.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.

Component 2.A. documents the Board of Trustees' institutional oversight and assumption of legal and fiduciary responsibilities, in compliance with the Community College Act of 1966. Subcomponents 2.C.1. and 2.C.2. explain how the Board of Trustees gains knowledge about the institution to enable informed decision making. Subcomponent 2.C.4. discusses the Board's authority over institutional policies, as informed by the leadership responsible for the College's daily management.

5.B.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.

HFC has long valued a collaborative governance structure, which is evolving to include all constituencies.

Over the years, shared governance has operated through the College Organization (full-time faculty and administrators); the Staff Council's Constitution and By-laws also indicate opportunities for staff involvement in governance. The College Organization Handbook explains the College's operating structure and the roles of the Senate, President/Senate committees, and Senate standing committees (see criterion 2), especially in making hiring and academic policy recommendations. The Senate follows the Open Meetings Act, now with time in the agenda for public comment.

Several committees have walk-on membership in addition to or instead of elected members; committees requiring elections have representation from all relevant areas and designated periods of

office. Also, several committees have representatives from full-time faculty and administrators, adjunct faculty, staff, and students (e.g., the Instructional Technology, Strategic Planning, and Facilities Master Planning committees). In the past few years, additional standing committees have expanded to include adjunct faculty, as have divisions (see policy).The most recent Presidential screening committee included Board trustees, full-time and adjunct faculty, administrators, staff, students, and community members.

Still, the College sought more inclusivity. The Shared Leadership Task Force (subcomponent 1.A.1.) recommended structural changes to College governance. The Academic, Coordinating, and Operations councils were implemented in Fall 2014. (See April 2014 drafts of constitutions for the Coordinating and Operations councils.) In September 2014, the College Constitution was amended to include adjunct faculty in the College Senate (Senate minutes). Changing the College Senate and the College Organization to the Faculty Senate and the Faculty Organization (adjunct and full-time) required renegotiation of the full-time faculty bargaining agreement, under which the Constitution operates. In February 2015, a new Faculty Organization Constitution was ratified; it defines adjunct faculty participation and the faculty's role in making academic policy and hiring recommendations to the President and Board of Trustees.

Student participation in governance has expanded. See the shared leadership structure and Student Council's Constitution and 2013-2014 year-end report.

5.B.3.

Administration, faculty, staff and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Such involvement is documented throughout this report, especially in sections 2.C.2., 2.C.4., 2.E., 3.C., 4.C., and 5.B.2.

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- Student Council Year End Report

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.

Argument

5.C.1.

The institution allocates its resources in alignment with its mission and priorities.

Echoing the College's past and present missions, the 2007-2010 and 2009-2012 Strategic Plans state the principle underlying all goals and objectives: "Teaching and learning are central to what we do." The mission driven goals and objectives diagram and the planning templates (2011-2012, 2013-2014) show that operational initiatives are prioritized largely by their alignment with the Strategic Plan's goals when determining resource allocations. FY2015 Operational Planning Summary Costs reveal, for example, funding of learning resource initiatives, English Language Institute expansion, and Honors Program expansion to help achieve goal 2 (Student Success) of the 2013-2015 Strategic Plan.

Subcomponents 5.C.2. and 5.C.3. further discuss resource prioritization and allocation processes.

5.C.2.

The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Over the past few years, the College has engaged in more focused planning that associates budgeting with prioritized initiatives. However, results from learning assessments and operations evaluations need to be better integrated into planning and budgeting; the College is adjusting its processes accordingly.

<u>Recent Planning and Budgeting</u>

General Education assessments and improvement plans have tended to occur within departments and divisions and to concentrate on curricular and pedagogical development that is on a smaller scale than the Operational Plan or college-wide budgeting (component 4.B.). However, the new General

Education outcomes and assessment procedures (subcomponent 4.A.1.) may yield broader initiatives that factor into planning and budgeting.

The new program review methodology generates evidence of a program's strengths, opportunities for improvement and growth, and potential threats. Operational Planning initiatives are based upon these factors. Graphic Design, Nursing, Paralegal Studies, Ophthalmic Technician, and Hospitality have completed program reviews.

Per State of Michigan and College requirements, Perkins fund requests must be linked to initiatives that are intended to improve one of the Perkins Core Indicators of Performance, including technical skill attainment, credential/degree attainment, retention or transfer, job placement, and student enrollments and completions in non-traditional fields. These requests must also be included in the annual College Operational Plan. Results from the Program Review for Occupational Education (PROE) assist in creating initiatives at the department/division level. See the 2012-2013, 2013-2014, and 2014-2015 Operational Plans.

For College operations, initiatives are linked to goals and objectives in the Strategic Plan (subcomponent 5.C.1.) and must identify associated needs, including staffing, technology, equipment, and budget.

<p align="center">Strategic Planning Online</p>

To strengthen the interconnection between student learning outcomes, operational effectiveness, planning, and budgeting, the College purchased the software application Strategic Planning Online (SPOL) in Spring 2014. SPOL was discovered at the Higher Learning Commission's Annual Conference by College employees from the Committee for the Assessment of Student Learning, the Retention Committee, Information, Marketing and Effectiveness, and Cabinet.

Through SPOL, assessment and accreditation drive planning and budgeting. SPOL integrates the planning and budgeting processes with aspects of institutional effectiveness, including learning outcomes assessment, program review, and accreditation compliance. SPOL can link assessment and planning with both program-specific accreditation criteria (e.g., Nursing's ACEN criteria) and HLC's institution-wide accreditation criteria (AQIP or Pathways).

The planning and budget modules will be fully functional for the 2014-2015 operational planning year. Training began in January 2015; more than 90 users have been trained from the various planning units. The assessment module will be introduced in Winter 2015 and the accreditation modules in Spring/Summer 2015. The software will be fully functional by Fall 2015.

5.C.3.

The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

All internal constituent groups participate in annual strategic and operational planning (e.g., Master Planning Calendar for 2013-2014 and planning diagram). In 2007 the Strategic Planning Task Force was created. This cross-representational group of 30 faculty and staff developed the College's Strategic Plan. The Strategic Planning Task Force evolved into the Strategic Planning Committee, which includes students, full-time and adjunct faculty, administrators, support staff, and Cabinet

members. Its charge is to "develop, with input from the College community and external stakeholders, the College's Strategic Plan." Stakeholders include the Board of Trustees and external groups such as the Dearborn Community Leaders Advisory Committee. This collaborative approach produced the 2007-2010, 2009-2012, and 2013-2015 Strategic Plans.

Two levels of planning occur: strategic and operational (see Department-Divisional Planning Overview).

<p style="text-align:center">Strategic Planning</p>

Each strategic planning cycle gathers Board of Trustees input on the College's vision, direction, goals, and objectives (see 2011 and 2012 Strategic Planning Board Retreats and Board feedback). In an open meeting, the President, Cabinet and all Board members review College information and discuss the College's strengths, challenges, opportunities for improvement, and potential threats to the organization and its mission. Together, they begin formulating goals and initiatives for the College's future.

Each Fall and Winter semester, a meeting ("strategic conversation") is held with the Community Leaders Advisory Committee (CLAC), which includes university partners, business and industry leaders, local business owners, government officials from Dearborn and Dearborn Heights, and legislators representing the College's district (CLAC Strategic Conversation on Strategic Planning and Community Conversation on Strategic Planning). At each meeting, College staff may present on topics such as sustainability, millage elections, and General Education outcomes, but strategic planning is the main focus. The Strategic Planning Committee incorporates CLAC's feedback into the Strategic Plan.

Finally, all College staff may provide input. For example, staff completed a survey, whose results contributed to the 2013 Strategic Plan. A draft of the plan is presented for staff questions and feedback at open forums and is then forwarded to the College Senate for review and input. Finally, the College Organization reviews the plan before it is presented to the President and Board of Trustees for approval (e.g., Board Presentation, July 15, 2013 and Board Report 3989, July 15, 2013).

<p style="text-align:center">Operational Planning</p>

Operational planning is intended to be a bottom-up, top-down process (Department and Divisional Operational Planning).

Each fall, all planning units (1) review the Strategic Plan's goals and objectives, (2) meet with area faculty and/or staff to create initiatives that work to achieve those goals, and (3) identify staffing, technology, equipment, and other needs and provide an estimated budget (Department – Division Planning Template). Associate Deans and Directors are encouraged to be inclusive in division/department planning. Once created, department/division plans (e.g., Mathematics, Pre-Education, Learning Lab, Instructional Technology) are consolidated into unit plans (Academic Affairs, Student Affairs, Financial Services, Information Marketing and Effectiveness). Other "special" units engage in operational planning as well; they include the Committee for the Assessment of Student Learning, the Retention Advisory Committee, the Honor's College, and the Center for Teaching Excellence and Innovation. Unit plans are consolidated into a College plan (2012-2013, 2013-2014, and 2014-2015 Operational Plans).

5.C.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.

Several strategies enable the College to plan based on institutional capacity and potential fluctuations in revenue amounts and sources.

Financial reporting and adjustment practices described in subcomponents 5.A.1. and 5.A.5. are critical, as are the strategies below.

- Environmental scanning (subcomponent 5.C.5.) includes monitoring of State and national legislation, appropriations, and trends impacting higher education.
- The Michigan Community Colleges Activities Classification Structure Data Book documents annual changes in State aid, revenue from property taxes and student tuition and fees, instruction/enrollment, and expenditure trends.
- Daily cash flow updates, a cash flow report, and weekly finance updates are presented to the President by the Vice President of Financial and Auxiliary Services. The cash flow report is also presented to the Cabinet and Coordinating Council and to the Board of Trustees at their monthly meetings (e.g., FY2015 Cash Forecast as of February 2015).
- Mid-year adjustments to the General Fund enable more accurate planning. For example, for FY2015, the projected General Fund Surplus increased by $53,000 because of revenue adjustments related to an unexpected enrollment increase, deferral of a planned tuition increase, and expenditure adjustments (FY2015 Board of Trustees General Fund Report with Adjusted Budget).
- Using the Revenue Development Budget Worksheet, the College runs hypothetical scenarios based on known trends to predict how changes in variables will affect the budget. Also see FY2016 (Planned) Back to FY2010 College Revenue Sources.
- A tuition analysis determines necessary tuition increases based on hypothetical enrollment declines.
- Several internal reports (e.g., Course Enrollment and Enrollment for Cabinet) capture enrollment fluctuations and project future enrollment. These reports allow for "real time" enrollment statistics, including course enrollments to determine fill rates and enrollments in credit, non-credit, dual-enrollment, and trade and apprentice programs compared to prior dates and terms. Such data inform the class scheduling process.

Adapting to fluctuations is also inherent in overarching College documents. The College Constitution includes language related to well-informed planning that accommodates institutional capacity and change (Articles II.A.2 and II.A.3). Conditions of layoff and recall are based on academic need and demand as well as faculty expertise (full-time faculty bargaining agreement, Article VI.I). See subcomponent 5.A.1.

These internal strategies are essential to the College's adaptability and viability, but the College is also indebted to the community, whose property taxes provided approximately 12% of the operating budget in 2013 (see millage proposal memo). Millage proposals periodically on the ballot enable the College not only to renew millages but also, as was the case in 2013, to argue for millage increases under special circumstances, such as drops in State aid and enrollment. The successful millage campaign in Fall 2013 generated an additional $4 million in revenue starting in FY2015 (see FY2015 Board of Trustees General Fund Report Proposed Budget).

5.C.5

Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Institutional planning responds to data on emerging trends and environmental shifts.

The Student Profile (2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013) and other IPEDS reports such as Fall Enrollment and 12-month Enrollment track demographic shifts.

The Instructional Technology and Information Technology plans anticipate and address technology needs (subcomponent 5.A.1), while advisory committees and SWOT analyses identify emerging factors related to programs (subcomponent 4.A.1.). HFC's Workforce and Professional Development at M-TEC, which is aligned with local workforce agencies, provides information about economic development that is critical to career and technical program planning.

Environmental scanning includes internal and external review of the socio-economic, technological, environmental, educational, and political factors that may impact the institution and culminates in an Environmental Scan Report that enables informed decisions regarding technology, demographic shifts, and globalization. To prepare for the next Strategic Planning cycle, which begins in 2015, the College has hired an external consultant (Economic Modeling Specialists International (EMSI)) for a formal environmental scan due for completion in August 2015.

Recently, a Continuous Process Improvement (CPI) team undertook a project "to improve/create an internal and external environmental scanning process as measured by the implementation of continuous scanning" and to use environmental scanning results for planning. Executive Council approved the following recommendations:

- Employ a part-time environmental scanning coordinator in Institutional Research.
- Create a college standing committee/advisory board to focus on ongoing, large-scale environmental scanning and to support employees in planning, data analysis, and accreditation.
- Collect and store data for College stakeholders to access.
- Publish internal reports on environmental scanning data that have been collected.

Progress has been made:

- A part-time Honors student was hired as the environmental scanning coordinator.
- In January 2015, the Coordinating Council approved formation of the Environmental Scanning Committee, and the committee is being created.
- In January 2015, two additional, full-time Institutional Research staff members were hired to meet ever-increasing accountability and reporting demands.

Every three years, the College contracts with EMSI to conduct a socio-economic impact study. In addition to the main report and executive summary, results of impact studies from business, student, social, and taxpayer perspectives are obtained. Using regional economic and demographic data, these reports enable a better understanding of the College's role in the community, including its contribution to the growth and economic development of the region.

The College is affiliated with various State organizations concerned with identifying changes and trends affecting institutional planning. These organizations include the Michigan Occupational Deans

Administrative Council, Michigan Community College Chief Academic Officers, and the Workforce Intelligence Network (WIN), whose mission is "to create a comprehensive and cohesive workforce development system in Southeast Michigan that provides employers with the talent they need for success." Through WIN, in southeast Michigan, nine community colleges, seven workforce boards, and economic development partners collaborate to provide "current, actionable, real-time labor market data to help … make critical talent decisions." Examples of WIN reports include the Quarterly Report Q3 – 2014 and Nursing, Paralegal and Graphic Designer data.

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- CPI WI14 - Environmental Scanning
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- Departmental-Divisional Planning Template 2013-2014
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- Dept-Div Plan - Learning Lab
- Dept-Div Plan - Mathematics
- Dept-Div Plan - Pre-Education
- Diagram of Planning Process
- Divisional - Departmental Planning Overview for HFCC 2014
- Employee Recognition Committee Minutes
- Enrollment for Cabinet
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- Financial Services - Unit Operational Plan 2014
- Full-time Faculty Bargaining Agreement 2013-2018
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- FY2015 Cash Forecast as of February 2015
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- HFCC Mission Values Beliefs to Feb 2014
- HFCC Strategic Plan 2007-2010
- HFCC Strategic Plan 2009-2012
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- Program Review - Nursing
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- Website - M-TEC
- WIN Network - Wayne County-Q3-2014-Report
- WIN Report - RN - Paralegal - Graphic Design

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.

Argument

5.D.1. The institution develops and documents evidence of performance in its operations using various methods.

The Board of Trustees meets monthly. A standing agenda topic is "Special Reports and Discussion Items." Each meeting typically has two or three reports from Cabinet members, administrators, faculty, and/or staff (see meeting agendas for March, April, May, June, August, September, October, November, and December 2014 and Board Reports for March, April, May, June, August, September, October, November, and December 2014). For example, at the December 2014 meeting, an update was provided on the Learning Lab, including analysis of its tutoring resources and their use, by type of tutor, subject matter, and frequency.

At Board of Trustee, State of the College, and College Organization meetings, the Office of Information, Marketing and Effectiveness (IME) presents information on planning, College operations, student success, and institutional effectiveness (Strategic Plan, Millage, Dual Enrollment, Developmental Education, Perkins, TAACCCT Grant, Higher Learning Commission).

IME has identified the need to strengthen evidence of performance in the College's operations and recently added two Institutional Research Analysts to the department to begin addressing this need. Currently, IME provides information from IPEDS, including the 12-month Enrollment, Completions, Fall Enrollment, Graduation Rate Survey, and the Annual Feedback Report as well as other reports on effectiveness on the College's external website. Additionally, IME developed a list of Key Performance Indicators (KPIs) that is posted on the College website for the campus community. KPIs focus on metrics related to student access and participation, academic preparation, student success, academic alignment, affordability, fiscal stewardship, workforce and community development, campus climate, and instructional productivity. The plan is to further develop the KPIs by providing both lagging and leading indicators and to present them in dashboard format for accessibility and clarity.

Several internal and national surveys assist in documenting performance. For example, participating in the Community College Survey of Student Engagement (CCSSE) in 2008 (see CCSSE means and research brief), 2011 (see CCSSE key findings), and 2015 has allowed HFC to improve its operations and compare itself to community colleges nationwide. HFC also uses a student satisfaction survey that was developed internally and plans to use a national survey to establish benchmarks for comparison to similar schools. Student Satisfaction Survey results are shared with Cabinet and considered in operational planning.

Over 600 reports have been created through the College's business intelligence tool, Webfocus. These web-based reports may be run by College employees with appropriate permissions. Reports

document, for example, Course Enrollment, Daily Enrollment Comparison for Cabinet, and Instructor Load.

5.D.2.

The institution learns from its operational experience and applies that learning to its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

The College uses several strategies to improve its operations and overall institutional effectiveness. Implementation of Strategic Planning Online (subcomponent 5.C.2.) will significantly strengthen the College's approach, as will the expertise of the Vice President of Information, Marketing, and Effectiveness, who has her Six Sigma Green Belt and is obtaining her Black Belt, and two other staff members who recently earned their Six Sigma Green Belts.

In May 2013, Dr. Stan Jensen became the College's fifth president. For more than 20 years, he has consulted with educational institutions and businesses nationwide to improve work processes and resolve organizational problems and has trained several hundred personnel in Continuous Process Improvement (CPI) philosophy, principles, and methods.

In July 2013, the first HFC CPI team was launched to address concerns about long wait times for students and unanswered phone calls at the Welcome Center (see March 2014 update). Since then, 21 teams have formed, and more than 215 faculty and staff have received CPI training. Participants use Dr. Jensen's Continuous Process Improvement for Colleges and Universities training manual. Upon project completion, teams report on their project statements, research findings, and improvement recommendations. Over 175 recommendations have been approved and are at various stages of implementation.

CPI team reports are listed below.

Fall 2013

- Student Refund Process
- The Right Start: How HFCC Assists Students in Enrolling and Surviving Their First Semester in College
- Customer Service
- Data Integrity
- Enrollment (Recruit to Admit)
- Facilities
- Marketing to Current Students to Encourage Persistence and Post-Graduate Involvement as Alumni
- Pathways to Student Retention Through Placement

Winter 2014

- A New Method of Advising: E-Advising
- College Catalog
- Environmental Scanning
- First Year Experience

- [General Policies and Procedures](#)
- [Payroll](#)

Fall 2014

- [Data and Integrity: Continuous Process Improvement Plan](#)
- [Employee Development](#)
- [Streamlining the Process: Employee Portal Navigation](#)
- [Facilities and Campus Safety, After Hours](#)
- [Four-Year Degree Review](#)
- [Scholarship Processing](#)
- [Transcript Processing](#)
- [Will My Credits Transfer? Transfer Out](#)

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- 3.17.14 Board Meeting Agenda
- 3.17.14 Board Reports
- 4.21.14 Board Meeting Agenda
- 4.21.14 Board Reports
- 5.19.14 Board Meeting Agenda
- 5.19.14 Board Reports
- 6.16.14 Board Meeting Agenda
- 6.16.14 Board Reports
- 7 Steps to Enroll
- 7 Steps to Enroll - Spanish
- 8.18.14 Board Meeting Agenda
- 8.18.14 Board Reports
- 9.15.14 Board Meeting Agenda
- 9.15.14 Board Reports
- Board Presentation - Developmental Education
- Board Presentation - Dual Enrollment
- Board Presentation - Perkins
- Board Presentation - Strategic Plan
- Board Presentation - TAACCCT Grant
- CCSSE Key Findings 2011
- CCSSE Means 2008
- College Organization - Higher Learning Commission
- Course Enrollment 12-15-2014 WI

- CPI FA13 Budget
- CPI FA13 Customer Service
- CPI FA13 Data Integrity Team - FTIAC Data
- CPI FA13 Enrollment - Recruit to Admit
- CPI FA13 Facilities
- CPI FA13 Marketing to Current Students - Persistence Completion
- CPI FA13 Pathways to Student Retention
- CPI FA13 Student Refund Process
- CPI FA13 The Right Start - 1st Semester in College
- CPI FA14 Data Integrity
- CPI FA14 Employee Development
- CPI FA14 Employee Portal Navigation
- CPI FA14 Facilities and Campus Safety - After Hours
- CPI FA14 Four Year Degree Review
- CPI FA14 Scholarship Processing
- CPI FA14 Transcript Processing
- CPI FA14 Transfer Out
- CPI Tracking Update - 3.1.15
- CPI WI14 - Environmental Scanning
- CPI WI14 A New Method of Advising
- CPI WI14 College Catalog
- CPI WI14 First Year Experience
- CPI WI14 General Policies and Procedures
- CPI WI14 Payroll
- Daily Enrollment Comparison for Cabinet
- Information, Marketing, and Effectiveness _ Henry Ford College
- Instructor Load Fall 2014
- Key Performance Indicators 13-14
- List of WebFocus Reports
- Research Brief - CCSSE 2008
- State of the College - Millage
- Student Satisfaction Survey Results May 2014
- SU13 Welcome Center Phone Update
- Training Manual - CPI for Colleges and Universities

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.

Summary

HFC experienced serious financial threats over the past few years, but the College has regained its financial stability and is able to continue offering high-quality education that parallels the institution's mission.

The $16+ million deficit in 2013-2014 was closed by improving budgeting and monitoring procedures, reducing student bad debt, restructuring the organization, and obtaining contract concessions from all employee groups. With stronger financial oversight, the College has rapidly rebuilt its reserves and improved its cash flow.

Within this framework of recovery, prioritization of expenditures is especially critical. Human resources and the physical and technological infrastructure are monitored and adjusted according to program growth and student needs, a challenging task given ongoing fluctuations in enrollment and revenue. While our longstanding practice of operational planning stressed alignment between the proposed initiatives and the Strategic Plan's goals and objectives, budgeting and assessment were not integrated well enough into the overall planning process. The College's purchase of the software Strategic Planning Online will enable a planning and budgeting process that is driven by assessment of student learning and operations, by accreditation, and by workforce/community needs. Planning will continue to involve internal and external constituents and to use other strategies, such as environmental scanning and Continuous Process Improvement teams, to improve operations and institutional effectiveness.

Performance of College operations is documented largely through reports and presentations to the Board of Trustees and the College Organization as well as in State of the College Presidential addresses. The Office of Information, Marketing, and Effectiveness has identified the need to strengthen the evidence. Therefore, it has developed a list of Key Performance Indicators that will provide a structure for operations assessment and planning and for interpreting data from IPEDS, internal reports, student surveys, and national initiatives such as the Community College Survey of Student Engagement.

Sources

There are no sources.