

Henry Ford College

Team Report

HLC ID 1327

Review Type: Comprehensive Evaluation

Standard Pathway

Team Chair

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Context and Nature of Review

Review Date

10/27/2025

Review Type

Comprehensive Evaluation

Scope of Review

- Assurance
- Review On Site Visit
- Federal Compliance

Institutional Context

Henry Ford College (HFC) is a public, student-focused community college located in Dearborn, Michigan, serving approximately 13,000 students. The elected seven-member Board of Trustees also functions as the Dearborn Public Schools' Board of Education and is accountable to the district established for the College, which encompasses Dearborn and a portion of Dearborn Heights.

HFC offers 83 certificate programs, 76 associate degree programs, and one bachelor's degree. The College provides transfer pathways, 3 1 programs, career and technical education, dual credit opportunities, and workforce development. Instruction is delivered in face-to-face, online, and hybrid formats.

The Higher Learning Commission (HLC) accepted HFC's interim report in 2021. The report documented consistency in program goals and course learning objectives across all locations, instructional modalities, and programs. It also outlined a three-step process currently used to ensure that all faculty members are qualified to teach their assigned courses.

In July 2025, the College president accepted a position at another institution. HFC appointed an Interim President and has begun a national search for a permanent successor. The Interim President also serves as the College's Accreditation Liaison Officer.

Interactions With Constituencies

Date 10/27/25

College President

Time 8:00 - 8:20 AM

Participants

- College President

Assurance Argument Team

Time 8:30 to 9:20 AM

Participants

- College President, Henry Ford College Associate Dean, School of Liberal Arts
- Associate Director, Budgeting
- Coordinator, Institutional Effectiveness Dean, School of HHS
- Director, IRBI
- Director, Student Activities
- Executive Director, DEIB Faculty, English (4)
- Faculty, Math
- Faculty, Pre-Engineering
- President, Local 1650 (Faculty Union)/Faculty, Political Science
- Project Manager, Institutional Strategy
- VP, Legal & General Counsel

Open Session - Criterion 1

Time 9:30 – 10:30 am

Participants

- Adjunct Instructor, Health & Human Services Associate Dean, School of BEPD
- Associate Dean, School of BEPD Associate Director, Budgeting
- Database Administrator Dean, School of HHS
- Dean, School of STEM
- Director, Admissions & Recruiting Director, Advising
- Executive Director, DEIB Faculty (2)
- Faculty, English (4) Faculty, Radiology Librarian
- President, Support Staff Association/Assistant to the Dean of STEM Software Developer
- VP & CFO

Federal Compliance Review with Team Chair

Time 9:30 – 10:30 a.m.

Participants

- College President, Henry Ford College Coordinator, Institutional Effectiveness Interim Director, Academic Services
- Interim Director, Financial Aid
- Project Manager, Academic Affairs Registrar
- Special Assistant, VP of Student Affairs VP Academic Affairs
- VP Marketing & Communications

Open Session: Criterion 2

Time: 10:45 a.m. – 12:00 p.m.

Participants

- Assistant Director, Financial Aid Assistant Director, IT
- Database Administrator Dean, Liberal Arts
- Dean, School of BEPD Dean, School of HHS
- Dean, School of STEM Director, Advising
- Director, Honors Program Director, IRBI
- Director, IT
- Executive Director, DEIB Faculty, English (4)
- Faculty, Political Science
- Interim Director, Academic Services Project Manager, Academic Affairs Software Developer
- VP, Academic Affairs

Lunch with Students

Time: 12:15 p.m. – 1:15 p.m.

Participants

- Students (13)

Open Session - Criterion 4

Time: 1:30 p.m. – 2:50 p.m.

Participants

- Assistant to the Dean of STEM/ SSA President (Support Staff Association) Associate Dean, BEPD
- Associate Dean, BEPD
- College President, Henry Ford College Coordinator, Purchasing
- Database Administrator Dean, School of STEM Director, Advising
- Director, Facilities
- Director, Financial Accounting Director, IR
- Director, ITS
- Director, Purchasing
- Executive Director, DEIB Faculty, English (3)
- Faculty, Political Science
- Faculty, Political Science/President, Local 1650 (Faculty Union) Manager, College Store
- Software Developer
- VP, Academic Affairs VP, Advancement
- VP, Finance & CFO

Open Session - Criterion 3

Time: 3:00 p.m. - 4:30 p.m.

Participants

- Adjunct Instructor, Health and Human Service Articulation Specialist
- Assistant Director, Enrollment Services Assistant Director, Financial Aid
- Associate Dean, BEPD Associate Dean, BEPD
- Associate Dean, School of Liberal Arts (SOLA) Circulation Manager, Library
- Coordinator, Middle College Counseling (2)
- Dean, BEPD
- Dean, Health & Human Services

- Dean, School of Liberal Arts (SOLA) Dean, School of STEM
- Director, Advising
- Director, Health and Human Services Director, IR
- Director, Nursing Director, Pre-Education Director, Public Health Executive Director, DEIB
- Faculty Director, Learning Lab Faculty Director, Student Activities Faculty, Biology (3)
- Faculty, Chemistry (2) Faculty, CIS
- Faculty, Criminal Justice Faculty, Economics Faculty, ELI (4)
- Faculty, Emergency Medical Services Faculty, English (9)
- Faculty, Health & Human Services Faculty, History
- Faculty, Math (3) Faculty, Music
- Faculty, Physical Therapy Assistant (2) Faculty, Political Science
- Faculty, Political Science/President Local 1650 (Faculty Union) Faculty, Pre-Engineering
- Faculty, Psychology Faculty, Radiography
- Faculty, Respiratory Therapy Faculty, Social Science Faculty, Social Work Faculty, Sociology (2)
Faculty, Speech
- Faculty, Telecommunications Faculty, World Languages Faculty, World Religion
- Interim Director, Academic Services Librarian
- Manager, E-Learning Program Director, Honors Program Director, Radiology
- Program Director, Respiratory Therapy Program Program Director, Surgical Technology
- Project Manager, Academic Affairs Special Assistant, VP of Student Affairs Student
- VP, Academic Affairs
- VP, Marketing & Communications

10-28-25

Board of Trustees Session

Time: 8-8:50 am

Participants

- Board of Trustees (4)

Area of Focus - Dual Enrollment, Early College, Distance Education

Time: 9:00 – 9:50 am

Participants

- Adjunct Instructor, Health & Human Services Articulation Specialist
- Assistant Manager, College Store Associate Dean, BEPD
- Associate Dean, School of Liberal Arts (SOLA) Coordinator, BEPD
- Coordinator, Enrollment Services Dean, School of STEM
- Director, Admissions & Recruiting Director, Advising
- Director, K-12 Relations
- Faculty Director, Student Activities Faculty Program Director, Honors Faculty, Art
- Faculty, Biology
- Faculty, Chemistry Faculty, CIS
- Faculty, ELI
- Faculty, Engineering Faculty, English (4) Faculty, Math
- Faculty, Political Science Faculty, Pre-Education
- Faculty, Psychology
- Faculty, Social Science Faculty, World Religion
- Interim Director, Academic Services Librarian (2)
- Manager, College Store Manager, E-Learning
- Project Manager, BEPD
- Registrar

Area of Focus - Pathway forward - Budgeting in the Current Environment, Strategic Plan

Time: 9:00 – 9:50 am

Participants

- Assistant Director, Enrollment Services Associate Dean, BEPD
- College President, Henry Ford College Director, Financial Accounting
- Director, Institutional Research Executive Director, DEIB
- Manager, Web Accessibility Software Developer
- Special Assistant, VP of Finance
- Special Assistant, VP of Student Affairs
- Staff Writer, Marketing & Communications VP, Advancement
- VP, Finance & CFO
- VP, Marketing and Communications

Campus Tour

Time: 10:15 a.m. – 11:30 p.m.

Participants

- Dean, School of BEPD
- Dean, School of HHS
- Dean, School of SOLA
- Dean, School of STEM

Exit Session

Time: 11:30 a.m. – 12:00 p.m.

Participants

- Executive Director, DEIB
- President, Henry Ford College
- Vice President, Academic Affairs
- Vice President, Legal Services & General Counsel
- Vice President, Marketing & Communications

Additional Documents

Nothing has been entered.

1 - Mission

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

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Rating

Met

Rationale

Henry Ford College (HFC) uses its mission statement as the framework to ensure all educational programs, the enrollment profile, and the scope of operations are deeply aligned to transform lives through academic excellence and inclusivity. Diversity, Equity, and Inclusion (DEI) are embedded into the college's mission and daily practice as evidenced by the addition of an embedded cabinet-level position focused on the overarching work, reflecting a shared responsibility among all members of the institution, not just leadership. During the Criterion 1 session, attendees provided evidence demonstrating the depth of collaboration at all levels of the organizational structure. Evidence provided included HFC fast facts, the strategic plan, the grant summary, attendee participation comments during Criterion 1-4, the Open Forums, the Governing Board Session, and the Students and Student Leaders Focus group conversations.

The strategic plan focuses on four priorities, aligned with the mission: access, retention, completion, and transfer, to achieve equity across diverse student populations. Additionally, HFC has an initiative that merges with the strategic priorities: ABIDE: Advancing Belonging, Inclusion, Diversity, and Equity. In conjunction with the ABIDE initiative, the strategic priorities align with the mission. Criterion 1 and 2 Open Forum conversations provided evidence that the college's strategic plan and ABIDE initiative intentionally focus on fostering independent and critical thinking, promoting evidence-based learning, and supporting student success through data-informed strategies. Faculty and staff actively serve as practitioners and facilitators of professional development to help students navigate complex global issues and become advocates for change.

HFC's programs reflect the diversity of its student body, which includes a large number of Pell-eligible and first-generation students. Additionally, 25% of students identify as Middle Eastern. Fast fact worksheets from 2020 to 2025 provided evidence that HFC is committed to accommodating students from diverse racial and ethnic backgrounds, as well as various age groups and schedules (approximately 60% are part-time). The college ensures representation across faculty and staff mirrors its student demographics, reinforcing a learning environment grounded in belonging and equity. Employee representation was evident in those who participated in all of the Criterion Open Forums and the Governing Board conversations.

To ensure alignment with workforce and community needs, the college engages advisory boards, conducts employer surveys, has an Equity Advisory Committee, and maintains an Arabic liaison. Career Services collaborates closely with employers and economic partners to inform training-focused programming and enhance career readiness.

HFC's small class sizes, developmental advising supports, student success metrics, and basic needs task force reflect its commitment to meeting students where they are and guiding them toward academic and professional growth. The college also offers innovative learning opportunities, such as mini conferences on artificial intelligence, to ensure that students and faculty remain engaged with current and emerging issues. During the student and student leader focus group, it was evident that the support provided by HFC meets the needs of the students. All of which was shared during the Criterion 1 Open Forum.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Rating

Met

Rationale

HFC exists as a community-centered institution whose foundation and governance structure demonstrate a commitment to the public good. The College's Board of Trustees, who serve as PK14 trustees, ensures decisions reflect community needs and uphold the mission. This commitment is further evidenced by the Governing Board's 2016 "Welcoming College" resolution, which affirms that HFC is open to all individuals—local residents, immigrants, refugees, first-generation students, and employees from all backgrounds. The mission is visibly embedded throughout campus spaces and communications, reinforcing that inclusivity, access, and community service are integral to HFC's identity, as evident during the college tour.

HFC's operations actively serve the public through strong partnerships and alignment with community, workforce, and economic needs. The College maintains deep, ongoing relationships with local and regional partners such as Ford Motor Company (through the ASSET program), the Michigan Advanced Technician Training (MAT2) consortium, and numerous healthcare, manufacturing, and economic development agencies. These collaborations ensure programs remain responsive to evolving industry demands, supporting both local employment and long-term community prosperity, as evidenced by the FY 25 Local Strategic Value Resolution, required by the Education Omnibus Appropriations Act, the college tour, and Criterion 1 and 3 Open Forums. Furthermore, as an institution supported by local property tax revenue, with 66% voter approval in the most recent millage renewal, HFC remains directly accountable to the public it serves, as evident during all the Criterion Open Forums and public news releases on the millage renewal.

HFC demonstrates excellence in serving the public good by continuously aligning its budget, strategic planning, and program development with its mission. The annual Strategic Value Resolution provides robust evidence of the College's contributions to economic growth, community engagement, and environmental stewardship. During the Criterion 3 Open Forum, an attendee shared how embedding community partner input into program reviews is beneficial by sharing a workforce partner's recommendation to focus on "careers for tomorrow, not just jobs for today." HFC exemplifies a forward-thinking approach to education that meets present and future needs. This dedication to continuous improvement and transparent accountability underscores HFC's role as a model public institution devoted to educational excellence and community advancement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C.

Mission and Diversity of Society

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

Rating

Met

Rationale

HFC demonstrates a strong and intentional commitment to fostering civic engagement in a diverse, multicultural society and globally connected world. Through the existence of robust opportunities, the active use of those opportunities by students and the campus community, and the pursuit of excellence in service and learning, HFC fulfills its mission to serve the public good and prepare students to contribute meaningfully to society. Contributions shared during Criterion 1 and 3, the Governing Board, the Students and Student Leaders Open Forums, and student newsletters corroborated this rationale.

Civic engagement is deeply embedded in the fabric of HFC's institutional mission and culture. The College provides a wide range of opportunities for students to engage with civil society, explore cultural perspectives, and serve their communities. This commitment is evident in the integration of civic engagement into both academic and cocurricular learning outcomes, specifically, the institutional learning outcome Civil Society and Culture and the cocurricular outcome Civic Engagement. All learning outcomes are clearly visible, as evidenced during the college tour on posters developed by the assessment committee. These outcomes reinforce HFC's belief that education extends beyond the classroom to active citizenship and community involvement.

The College's 38 student organizations, including affinity groups, program-based clubs, service and leadership organizations, and cultural and spiritual discovery groups, illustrate the breadth of opportunities available for students to connect, lead, and make an impact. During the Students and Student Leaders' Open Forum, it was confirmed that the opportunities to engage, lead, and make an impact were intentional. HFC's Governing Board further models civic responsibility through its own individual engagement in community service initiatives such as those focused on women, children, and accessibility, as shared during the Governing Board session.

HFC's diverse student body actively participates in these civic and cultural opportunities. Engagement was clearly articulated during the College visit and open forums (Criterion 1 and 3, and Students and Student Leaders), where students, faculty, and staff spoke about the value of service, leadership, and collaboration within a multicultural learning environment. The conversations during Criterion 1 and 3, Students and Student Leaders Open Forums, the Governing Board Session, the Pathway Forward, Budgeting in the Current Environment, the Strategic Plan Area of Focus Session, confirmed that HFC's commitment to civic and community engagement is not theoretical; it is practiced daily through student organizations, community-based projects, and partnerships that reflect the realities of a globally connected world. The Governing Board's involvement in local initiatives further

demonstrates how civic engagement is modeled at all levels of the institution, inspiring students and

employees alike to serve others.

HFC's approach to civic engagement exemplifies excellence through alignment, inclusion, and impact. Civic and cultural engagement are not isolated activities but are intentionally linked to the College's mission, institutional learning outcomes, and strategic priorities. This alignment ensures that students develop the knowledge, empathy, and leadership skills necessary to thrive in a diverse democracy and global society. The consistent message, from the Governing Board to classrooms and student organizations, is that active participation in community and civic life is both a responsibility and a hallmark of an educated citizen. Through these efforts and evidence provided during the Criterion 1 and 3 Open Forum, the Governing Board Sessions, and the Pathway Forward, Budgeting in the Current Environment, and Strategic Plan Area of Focus Session, HFC not only enriches student learning but also strengthens the social and cultural fabric of the communities it serves, as shared in the Assurance Argument.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 1 Summary

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

Rating

Met

Rationale

HFC uses its mission statement as the framework to ensure that all educational programs, the enrollment profile, and the scope of operations are deeply aligned to transform lives through educational excellence and inclusivity, as evidenced during multiple open forums and sessions during the Standard Pathway Comprehensive Evaluation Visit.

In summary, the Review Team was provided enough evidence during Criterion 1 and 3, Students and Student Leaders Open Forums, the Governing Board Session, the Pathway Forward, Budgeting in the Current Environment, the Strategic Plan Area of Focus Session, and the campus tour to support the Assurance Argument submission. HFC lives its mission by transforming lives through intentional inclusion, evidence-based teaching, and responsive programming that serve a diverse and evolving community.

2 - Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Rating

Met

Rationale

Henry Ford College (HFC) enacts policies and procedures grounded in its mission and values to ensure effective governance. Administrative practices throughout the employee and student lifecycle are aligned with institutional policies.

HFC employs the Advancing Belonging, Inclusion, Diversity, and Equity (ABIDE) Talent Management strategy to ensure hiring practices reflect the diversity of its student body. Evidence from the Director of Admissions and Recruiting case in the Assurance Argument, as well as confirmation by the Review Team, demonstrates that HFC systematically addresses bias in faculty and staff hiring through position description reviews, search committee training, and targeted communications.

After hiring, employee conduct and treatment at HFC are regulated by specific policies, such as the Conflict of Interest policy with annual disclosure, the Nepotism policy, and collective bargaining agreements for all faculty and administrators. During the site visit, collective bargaining was identified as a longstanding source of pride among faculty and staff, reflecting the institution's history and dedicated leadership.

HFC maintains institutional integrity and ethical governance through comprehensive policies and collaborative practices. The college's grievance and conflict resolution processes foster collegiality and shared governance. The revision of the tenure review process, as documented in the Assurance Argument and confirmed during the Criterion 2 Open Forum, illustrates the institution's responsiveness to stakeholder concerns and its commitment to constructive policy adaptation.

Student conduct and rights are clearly articulated and accessible via the college's website and portal, leading to increased student engagement in policy processes. The Student Handbook and the Student Policies, Rights, and Responsibilities webpage lead to a higher reported understanding of Title IX compliance, conduct violations, due process, and complaint procedures. Title IX compliance, managed by the full-time Director of Student Conduct and Compliance/Title IX Coordinator, ensures that all reported cases receive prompt review, that annual Title IX training attendance rates improve, and that audits identify continuous improvement opportunities in the sexual misconduct and

discrimination response.

Academic integrity is fundamental to the college's educational mission. The Academic Integrity Policy is disseminated through course syllabi and the Student Handbook. Institutional tracking of academic dishonesty cases, along with a documented decline in incidents, indicates effective enforcement and comprehension among students and faculty. According to Criterion 2 Open Forum, cases are resolved at the lowest appropriate level, with emphasis on student education. However, further collaboration across academic schools is needed to prevent repeated violations.

The college protects student and employee privacy through policies aligned with the Family Educational Rights and Privacy Act (FERPA), Freedom of Information Act (FOIA), and General Data Protection Regulation (GDPR). The Assurance Argument states that employees receive privacy training upon hire; site visit findings confirm that key staff have access to on-demand training.

HFC recently conducted a comprehensive policy review involving cabinet members and relevant staff to evaluate the guidelines before board approval. During the Criterion 2 Open Forum, it was recognized that front-line policy users often hold perspectives distinct from those of the cabinet or board. An iterative process was implemented to gather and incorporate feedback from all stakeholders into the final policy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B.

Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

Rating

Met

Rationale

As indicated in the Assurance Argument, the Division of Marketing and Communications manages all internal and external communications at Henry Ford College (HFC) to ensure messaging remains consistent and accurate, aligned with institutional values. The recent overhaul of the college website, informed by student and staff feedback, illustrates the institution's dedication to clarity and inclusiveness in its digital presence. During the Area of Focus on Pathway Forward - Budgeting in the Current Environment, Strategic Plan, the Marketing and Communications Division shared that they have implemented bilingual recruiting services to better serve the specific needs of the local LatinX community.

During the Criterion 2 Open Forum, faculty and staff championed institutional transparency, especially during complex discussions. The administration actively and thoughtfully addresses concerns raised by the broader campus community, fostering trust and collaboration.

The college promotes transparency through open governance. Board meetings are open to the public and recorded for wider dissemination. Media outlets, including the student newspaper, Mirror News, campus radio station WHFR, and the college's YouTube channel, expand the reach of institutional messaging and offer platforms for both student and administrative perspectives. Evidence in the Assurance Argument was provided to confirm that website content is managed through a structured vetting and tagging process. Outdated materials are archived, and updates are systematically implemented to maintain accuracy. This approach demonstrates proactive digital stewardship and ensures the college's online presence remains current and reliable.

During the Federal Compliance Review, it was noted that HFC does not present student retention information in a manner that is easily accessible or understandable for the intended audience—namely, prospective students and their families. While the college has provided a public-facing dashboard on the Institutional Research and Business Intelligence webpage, the content appears tailored more for internal stakeholders than for external audiences. Additionally, the information is difficult to find without knowing the specific page to search.

Given that the IPEDS retention rate may not accurately reflect HFC's student population due to its unique degree structure, the college must reconsider how it communicates retention data. The Review Team recommends that HFC revise the presentation and placement of this information to ensure it is clearly visible, user-friendly, and appropriately contextualized for prospective students and parents seeking to understand student success and persistence at the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Rating

Met

Rationale

Henry Ford College (HFC) upholds ethical governance and institutional integrity through the structure, conduct, and operations of its Board of Trustees. The Board is authorized to act in the best interests of both the institution and its surrounding community.

The board is comprised of seven elected members from the Dearborn community. These members also serve as the School Board for the Dearborn Public Schools, representing the only P-14 district in Michigan. During a meeting with four members of the Board of Trustees, it was confirmed that this is a source of pride for board members.

The Board demonstrates transparency and accountability by complying with the Michigan Open Meetings Act. Meeting schedules, agendas, minutes, and reports are publicly available, enabling stakeholders to remain informed and participate in governance. The Board also maintains a comprehensive repository of policies and procedures, thereby reinforcing institutional transparency and public trust.

The Board conducts policy reviews on a five-year cycle, incorporating public input and stakeholder engagement. The Board Policy Committee convenes regularly to assess and update policies, ensuring governance remains responsive to changing institutional needs. This process integrates feedback from frontline users and cabinet members, as confirmed during the Criterion 2 Open Forum.

The Board documents its decision-making through detailed meeting minutes that record deliberative processes, stakeholder input, and the rationale for decisions on key issues, including academic integrity, facilities, tuition, and major projects. This documentation highlights the Board's commitment to thoughtful and inclusive governance.

New trustees participate in formal orientation, and targeted training on relevant statutes and policies is provided as needed. While the Board members indicated that the "open door" policy and board member mentorship provided just-in-time training on relevant topics, the Review team encourages HFC to incorporate a more formal training process for new board members.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Rating

Met

Rationale

Henry Ford College (HFC) maintains a strong commitment to academic freedom and freedom of expression. These principles are essential to effective teaching, learning, and research. Institutional policies combine philosophical principles with operational measures. This enables faculty, staff, and students to engage in open inquiry and civic discourse.

As evidenced in the Assurance Argument, HFC's policy framework is grounded in its mission, values. The Intellectual Freedom Policy and Standards of Conduct and Civility Policy serve as philosophical statements and operational guidelines. They spell out protections for academic expression and respectful engagement.

The institution ensures that academic freedom for faculty and students is contractually guaranteed. These rights are formally established in faculty bargaining agreements and organizational constitutions. Students are protected through the Student Code of Conduct Due Process Procedure, and the Student Complaint Policy. Transparent processes address concerns and protect expression.

Classroom practice at HFC shows these commitments in action. At the Criterion 2 Open Forum, a Religious Studies faculty member described how faculty explore sensitive topics, foster debate, and encourage discourse. The college's support for student clubs and organizations amplifies diverse perspectives. This support promotes civic engagement and creates a vibrant intellectual community.

As evidenced in the Assurance Argument, HFC manages campus expression through policies that define areas for expressive activities and regulate the use of campus property. Freedom of the press policies protect the independence of the student newspaper and radio station. This shows the college's respect for journalistic integrity and student voices.

HFC's events and initiatives—such as conferences, conventions, and civic engagement—show it proactive approach to open dialogue and inquiry. These efforts enrich the academic environment and affirm the college's community-centered role. Evidence of these efforts appeared in the Assurance Argument and during the Campus Tour.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Rating

Met

Rationale

Henry Ford College (HFC) demonstrates a sustained commitment to the responsible acquisition, discovery, and application of knowledge. This commitment is evident in adherence to established policies and procedures that govern academic and operational practices. These frameworks promote integrity in knowledge development and ensure alignment with institutional objectives and student achievement. As evidenced during the Focus Session on Dual Credit and Distance Education, faculty and staff shared how they consistently implement these policies, illustrating that compassionate education can coexist with and enhance academic rigor.

The Assurance Argument provided multiple examples of policy development processes that promote responsible inquiry. Faculty committee involvement has shaped policies regarding online course development and artificial intelligence (AI) use. These practices were confirmed during the Open Forums for Criteria 2 and 3. During the Criterion 3 Open Forum and the Focus Session on Dual Credit and Distance Education, Library staff presented specific examples of student support services for both in-person and online learning environments.

HFC faculty demonstrate a strong commitment to student learning and engage students as active participants in their education. The campus tour offered insight into the institution's academic environment, enabling the Review Team to observe faculty-student interactions during classes and open laboratory sessions. Collaborative learning between students and faculty outside scheduled class times was evident in the Music and Physical Therapy Assistant programs. Observations in Chemistry, Physics, and Automotive courses further highlighted faculty engagement in the learning process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 2 - Summary

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Rating

Met

Rationale

Henry Ford College's (HFC) policies support ethical conduct, privacy, and inclusive hiring through its ABIDE Talent Management strategy. Student rights are clearly communicated, increasing engagement and understanding of Title IX and due process. The college's approach to academic integrity, privacy compliance, and grievance resolution highlights its dedication to ethical governance and student success. To uphold these standards, all members of the HFC community are encouraged to actively engage with and promote these policies, fostering a vibrant and academically rigorous environment.

HFC encourages participation in policy development and welcomes faculty and staff input on policies and their development. The on-site visit confirmed collaborative learning, student support, and rigorous academic engagement.

HFC's governance structure, led by a community-focused Board of Trustees, supports institutional integrity. The Board complies with the Michigan Open Meetings Act, maintains a comprehensive policy repository, and integrates stakeholder feedback through regular policy reviews. Although the Board's mentorship model for new trustees is effective, the Review Team recommends that the Board establish a more comprehensive orientation and training process for new board members.

HFC's digital presence, managed by the Division of Marketing and Communications, demonstrates a commitment to clarity and inclusiveness. However, the accessibility of student retention data requires improvement. The Review Team urges the college to promptly revise the presentation of this information to inform prospective students and families effectively.

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Rating

Met

Rationale

As evidenced in the Assurance Argument, Henry Ford College (HFC) maintains structures (such as the Curriculum Committee) and processes (outlined in the Curriculum Management Handbook) to ensure alignment, currency, and rigor for the credentials it awards. The institution offers three levels of credentials (i.e., bachelor's, associate, certificate) with courses delivered in six different modalities developed, in part, based on student need.

Faculty maintain control over the curriculum and teaching, even when presented with statutory educational requirements. As described in the Assurance Argument, to comply with the Michigan mandate to discontinue non-corequisite developmental classes, HFC faculty devised disciplinary interventions to meet students at predefined points of need. As explained in the Assurance Argument and highlighted in site visit conversations with students and Board members, HFC offers an integrated educational model that creates seamless pathways for high school students to enroll in college courses. Additionally, HFC maintains updated expectations related to credit for prior learning and program admission requirements (where appropriate) on its website.

Institutional documents confirm consistency across course sections and modalities, ensured through a combination of a centralized repository for syllabi and outcomes, master course records, and expectations outlined in a learning management system usage policy. While most of the HFC's dual enrollment courses are taught by hired HFC full time or adjunct faculty, an Area of Focus Forum on Dual Credit and Distance Education confirmed that the Director of K-12 Relations, together with academic Faculty Chairs, maintain institutional partnerships, oversee the dual enrollment process, and ensure the credentialing and evaluation of high school teachers certified to teach the HFC curriculum as dual credit in high schools. HFC is urged to ensure these practices are sustainable should these efforts expand.

The institution maintains a robust listing of articulation agreements, buttressed by a team of advisors, programs, and institutional agreements that guarantee successful transfer to participating four-year

colleges and universities in Michigan or placement within industry workforce partnerships. Transfer emphasis was highlighted by Advising staff during the Criterion 3 Open Forum, as well as by employees in the Honors program on a campus tour. Students on campus further articulated appreciation for and excitement about transfer possibilities facilitated by HFC structures.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Rating

Met

Rationale

As evidenced in the Assurance Argument, all Henry Ford College (HFC) programs require students to learn and apply skills associated with critical and creative thinking, fostering habits of mind that radiate from the HFC mission statement through institutional student learning outcomes. Students are offered additional opportunities to engage in intellectual inquiry via capstone or experiential learning courses, undergraduate research programs, and discipline-specific programs. Intellectual inquiry is further augmented by complementary library, writing center, cultural programming, and cocurricular support.

Noteworthy results of these high expectations and HFC support systems include numerous awards. A Certificate of Merit for Excellence in Dramaturgy, awards for the Mirror News monthly newspaper, and frequent listings with the National Science Foundation's Community College Innovation Challenges are examples. Research opportunities through both coursework and the Undergraduate Research Opportunity Program, in conjunction with the University of Michigan—Ann Arbor, provide students with firsthand experience as academic researchers. A campus tour further highlighted numerous student engagement opportunities, ranging from club participation to podcasting and artistic productions, that allow students to explore and practice modes of intellectual inquiry or creative work.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C. Sufficiency of Faculty and Staff

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

Rating

Met

Rationale

Henry Ford College (HFC) abides by a number of bargaining agreements, including one that ties the number of full-time faculty positions to student enrollment and state aid levels. Furthermore, the institution developed a thorough process and criteria related to credential verification, established a repository of expected course-level credentials, and employed monitoring efforts to ensure faculty are appropriately matched to course content.

The Human Resources department supports these efforts with initial onboarding assistance and portfolio requirements while the Center for Teaching Excellence and Innovation further assists with faculty orientations and internal professional development or training. Discussions during the Criterion 3 Open Forum confirmed that a formal peer mentoring system is employed, accompanied by faculty indication of continuous and expanding technological support after the COVID shift to online learning. The Professional Improvement Fund, Professional Issues Conferences, research stipends, and sabbaticals augment the existing offerings. Adjunct faculty are organized under a bargaining agreement and supported via an internal mentoring program.

Student services staff are appropriately trained and credentialed. HFC demonstrates efforts to create improvements to student services, including staff sufficiency, as discussed in the Assurance Argument and confirmed in conversations with both the Interim President and by staff in the Criterion 3 Open Forum. Specifically, HFC invested resources, including new positions, to reorganize and tier a network of counselors and academic advisors to better assist and direct students. This investment in staff was strengthened with articulated "standards of care," by leveraging predictive modeling software, and implementing departmental cross-training. HFC continues to make improvements in this area with an anticipated consolidation of student services in a new Southeast Michigan Student Success Center.

Both faculty and staff are required to complete mandatory yearly trainings, such as Title IX, with tracking of training attendance to be incorporated upon implementation of a new learning management system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Rating

Met

Rationale

Henry Ford College (HFC) commits to providing and improving comprehensive support services and resources that span the student lifecycle. As mentioned in the Assurance Argument, student concerns garnered from a survey resulted in efforts by Enrollment Services to simplify admission and enrollment processes, host Student Orientation, Advising, and Registration (SOAR) events, implement a Customer Relationship Management (CRM) system, and explore enhancements in course placement strategies. During the Lunch with students, it was confirmed that students have access to advising and orientation services without delays, which may have been a previous concern.

Efforts to provide services to enrolled students were evidenced in the conversations during the Criterion 3 Open Forum, where library staff discussed a cycle of evaluating user services, making a change to their space, and evaluating the results. The Writing Center Director discussed working with the Office of Institutional Research and Business Intelligence to review and enhance data generated from their efforts.

HFC employs an early alert process, a variety of support services (library, learning lab, online learning support are some examples), and programming through the Office of Student Activities. Emphasis on English language learning, career, health/wellness, and financial supports reflects the needs of the student population.

The HFC Center for Teaching Excellence and Innovation provides internal professional development and training in response to instructor-identified needs. The range of training extends from a course titled "Preparing to Teach Online" through hosted discussions on pedagogy to support hy-flex learning and artificial intelligence as it relates to teaching and learning. The Instructional Technology Committee exemplifies cross-campus collaboration to ensure technological resources for teaching and learning are supported by documented procedures for both students and faculty, as well as vetting and recommending appropriate products.

The HFC campus tour revealed significant investment in classroom technologies and state-of-the-art labs to support learning. Most recently, the campus incorporated a cutting-edge facility for professional trade programs, including automotive technology and architecture/construction technology. Careful planning for the next project, the Southeast Michigan Student Success Center, was evident in conversations with the Interim President and Board.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Rating

Met

Rationale

Curricular student learning outcomes are generated through a collaborative institutional process (as in the case of Institutional Learning Outcomes or ILOs), through programs themselves, or in alignment with professional standards via specialized accreditors (as is evidence in Program Learning Outcomes or PLOs). As a result of the 2019 HLC Assessment Academy participation, faculty identified five broad ILOs, program PLOs, and associated cocurricular outcomes. The COVID pandemic appears to have stymied progress but there is evidence of continuous improvement efforts as reported by the Committee for Assessment of Student Learning (CASL). Examples provided in the Assurance Argument include the implementation of a new model of assessing one ILO per year (20-21), the development of an online assessment dashboard to collect curriculum maps and PLOs plans (22-23), PLO status sheets (23-24), and horizontal curriculum mapping efforts. In this way, the CASL is fostering its own process of continuous improvement. As a result, compliance with reporting requirements and the quality of reports are increasing, both of which evidence a maturing culture of assessment.

Sample PLO reports from both accredited and non-accredited programs provide evidence that individual programs and courses collect data, develop improvement strategies, and reassess learning after the strategies are implemented. Faculty provided an impactful example of loop closure in English 131, while the Math faculty, during the Criterion 3 Open Forum, articulated collective efforts at defining cyclical assessment in math courses. While focused ILO reports do indicate data collection, there was no significant evidence that ILO loop closure is happening at a learning system level. The Review Team recognizes there is an indication of improvement strategies happening at the course level and recommends scaling ILO loop closure for the next review cycle.

There is limited evidence that the College is following streamlined processes for cocurricular assessment, although it appears to be occurring in select areas. HFC may benefit from an inventory of cocurricular assessment efforts. Alignment between cocurricular and ILO data collection may enable triangulation of student learning data. The existing frameworks (specifically, efforts to close loops in PLO and data-collection timeframes for ILOs) may be useful for cocurricular endeavors.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.F. Program Review

The institution improves its curriculum based on periodic program review.

Rating

Met

Rationale

Henry Fold College (HFC) utilized procedures outlined in a Program Review Handbook and a regular review schedule, provided in the Assurance Argument, through 2023-2024. These reviews included evidence of proposed curriculum changes. While there was an interruption to this process in 2022, the Academic Affairs division reviewed program pathways and deactivated six pathways in 2023-2024. During this time, the program review process was scrutinized, oversight shifted to the Academic Affairs division, and HFC worked to better align this process with the divisional strategic plan. Fall 2024 brought a more extensive audit of all program pathways to identify unviable offerings.

According to the Vice President for Academic Affairs, who spoke to program review in the Criterion 3 Open Forum, an updated program review process is now in a pilot phase. The impetus for change began with the decision to attend an HLC Program Review workshop. Moving forward, HFC will employ updated data requirements and annual programmatic reviews that culminate in four-year Program Vitality Reviews. As evidenced in the Assurance Argument, the review cycle is punctuated with a differing cadence of curriculum reviews, ensuring a complete review of programs within a four-year cycle.

While examples of the initial self-study were provided in the Assurance Argument, the curricular review process is less clear, including whether student assessment data will be used to help inform curricular modifications or if the process will remain similar to what was previously used (course success/drop rates). Finally, it is not clear if this program review process will include programmatic viability.

Given the new process has not yet had time to mature, there is no evidence curricular improvement has taken place in accordance with these emerging Program Vitality Reviews. Due to these circumstances, the Review Team urges HFC to provide examples of completed reports and subsequent program improvements or program improvement plans in the 2029-2030 accreditation cycle.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Rating

Met

Rationale

Henry Ford College (HFC) established goals, as outlined in the institutional Strategic Plan included in the Assurance Argument for access, retention, completion, and transfer rates. These goals align with the institution's location and emphasize expected populations in a community college setting. HFC additionally tracks post-graduation student success to the best of its ability and searches for additional tools to assist with tracking and analysis.

Data collection, facilitated by the Institutional Research & Business Intelligence (IRBI) department, appears to be regular, is disaggregated by target populations related to the strategic plan, and can be benchmarked at the regional, state, and national levels against peer institutions, including recent Aspen award finalists or via the National Student Clearinghouse Postsecondary Data Partnership. The IRBI completes presentations for various stakeholders (such as the Advising Team and the Strategic Planning team).

Although not required for compliance reporting, the IRBI is also involved in data analysis for initiatives such as a Student Success Panel and Student Experience Study, which sought to understand the student experience while also identifying the factors that students feel made them successful at the institution and made recommendations for next steps. HFC is encouraged to pursue mechanisms for tracking interventions and metrics to ensure any changes have the desired effect of improving student success.

During the Area of Focus on Dual Credit and Distance Education, it was mentioned that an assessment of the course-level outcomes following online writing assistance in the Writing Center had been conducted. This appears to be one example of how the IRBI provides preliminary analysis to help data users direct future needs and assess student outcomes. The Review Team identified this as a potential best practice in formalizing the closing of the loop necessary to effectively serve students and meet operational outcomes.

HFC centers strategic planning efforts on student success. This provides a strong opportunity for HFC to continue to align, not only the identified success metrics, but also the formalized assessment of student learning throughout the institution. HFC's formalized focus on these values is commendable.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Rating

Met

Rationale

Henry Ford College (HFC) takes responsibility for the quality of its educational programs, learning environments, and support services seriously. The institution nests this work within the Strategic Plan and situates efforts with evolving student needs considered. HFC provides student support services such as advising, Assisted Learning Services, writing center, tutoring, and honors programs and has sufficient faculty and staff to maintain operations. The institution regularly reports data and has the institutional research infrastructure to incorporate data in decision making.

After the 2019 HLC visit and report, HFC has done considerable work to provide consistency across course sections and clarified high school student integration into HFC courses. The Review Team further confirmed evidence documenting HFC's culture of continuous improvement as related to student learning, student achievement, and service delivery. HFC has outlined a revised practice of program review; however, the Review Team strongly recommends that the College collect completed reports, action plans, and improvements associated with Program Vitality Reviews.

4 - Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Rating

Met

Rationale

Henry Ford College (HFC) demonstrates a strong commitment to participatory governance through its Shared Leadership model, which promotes collaboration among faculty, staff, students, and the Board of Trustees. Institutional documents, including the Leadership Structure webpage, Faculty Senate minutes, and Academic Council approvals, illustrate how inclusive decision-making is embedded in both policy and practice.

During Criterion 1 and 4 Open Forums, faculty and staff consistently described a collaborative process that strengthens institutional policies and decisions. Committees such as the Faculty Senate, Academic Council, and President's Cabinet exemplify how shared governance is integrated across academic and operational areas, ensuring transparency and collective ownership.

Shared governance also informs operational planning and facilities development. As stated in the Assurance Argument and discussed in the Criterion 4 Open Forum, standing committees and community engagement sessions guided the creation of the Southeast Michigan Student Success Center (SEMSSC), aligning physical resources with academic priorities and reinforcing transparent, inclusive planning.

HFC's academic reorganization, creating the Schools of Science, Technology, Engineering, and Mathematics (STEM); Liberal Arts (SoLA); Business, Entrepreneurship, and Professional Development (BEPD); and Health and Human Services (HHS), demonstrates adaptive, data-informed leadership shaped through faculty and staff participation. The process of this reorganization was outlined in the Assurance Argument and was discussed as positive in multiple Criterion Open Forums.

The Institutional Research and Business Intelligence (IRBI) department advances data-informed

decision-making through new dashboards and a data request system that enhances transparency and institutional learning. Campus discussions confirmed IRBI's central role in supporting the Strategic Plan and strengthening a culture of continuous improvement. While dashboard functionality continues to evolve, the Review Team encourages HFC to develop systematic processes for disseminating information, improving functionality, and providing stakeholders with access.

Engagement with external stakeholders remains a key strength. During the Criterion 1 and 4 Open Forums and the Campus Tour, Deans highlighted strong partnerships with transfer institutions, local school districts, and industry, such as the ASSET Program with Ford Motor Company and collaboration with Johnson Controls, Inc. in the University Power Plant, demonstrating alignment with regional workforce needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Rating

Met

Rationale

Henry Ford College (HFC) provides clear evidence of strong, strategically aligned, and mission-focused financial management. Discussions during the Criterion 4 Open Forum and campus interviews confirmed that budgeting is directly tied to the Strategic Plan and reflects a proactive approach to resource allocation.

HFC's financial documentation is comprehensive and credible, including independent audits, budget reports, and Board of Trustees Financial Oversight minutes. Capital planning, as outlined in the 2026–2030 Capital Outlay Plans, demonstrates intentional investment in facilities aligned with mission priorities.

The College's Composite Financial Index (CFI) improved from –2.27 in FY2020 to 1.10 in FY2024, reflecting prudent use of Higher Education Emergency Relief Fund (HEERF) resources and strategic reallocation toward high-performing programs. Reallocations discussed in Criterion 3 and 4 Open Forums included modifying or discontinuing underperforming programs, such as the Licensed Practical Nurse (LPN) program and two of the four Teacher Preparation programs, while strengthening the remaining two teaching pathways.

Budgeting processes are guided by the Strategic Plan and incorporate multiple funding sources, including Perkins, Capital Outlay Grants, and state and federal allocations. Evidence from the FY2024–2026 Budget Development Timeline and Strategic Planning Integration Summary confirms this alignment.

The Vice President of Academic Affairs discussed using Smartsheet to track budget requests, allocate funds, and monitor decisions, ensuring transparency and accountability. Faculty and staff confirmed that this system is well understood and effective. Likewise, during the Criterion 4 Open Forum, participants highlighted a fast-track system that allows HFC to quickly deploy resources to initiatives tied to key performance indicators, thereby enhancing agility and responsiveness.

The Vice President of Advancement reported a \$4.9 million Student Success initiative grant to the college, supporting three full-time admissions recruiters, eight program advisors, several large-scale technology initiatives, and advancing the strategic plan goals in enrollment and completion. The Detroit Promise Program further expands scholarship revenue and improves affordability, strengthening the sustainability of HFC's scholarship portfolio.

Overall, HFC effectively manages its resource base through inclusive, data-driven processes that support institutional strategy. Diversified funding, improved CFI performance, and evolving tracking systems demonstrate fiscal discipline, strategic foresight, allow for appropriate transparency, and strong alignment between financial management and institutional effectiveness.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Rating

Met

Rationale

Henry Ford College (HFC) demonstrates a mission-driven approach to institutional planning that is data-informed, collaborative, and tied directly to measurable outcomes in student success. The 2022–2024 Strategic Plan and the ongoing 2025–2027 planning cycle reflect an intentional alignment of academic, operational, and fiscal priorities with the College’s mission and vision. The Strategic Planning Team, co-chaired by the President and Faculty Senate Chair, includes representation from across academic and administrative divisions, reflecting the institution’s inclusive approach to shared planning.

The Review Team found through Criterion 4 Open Forum discussions that HFC’s planning processes are directly linked to program assessment and budgeting. Faculty and staff explained that budget requests are accompanied by program assessment data, which the appropriate Dean and Vice President review, and then are discussed at the Cabinet level before final referral to the President. This process of data-informed prioritization ensures that institutional resources are allocated based on evidence of impact and need. The Review Team noted that, while this process is well-established, there remains an opportunity to strengthen continuous evaluation and feedback loops to support ongoing institutional improvement.

Discussions with the Vice President of Marketing and Communications (VP-MC) highlighted a strong planning focus on recruitment initiatives that align with the Strategic Plan’s goals for market share growth, representative staffing, and community outreach. These efforts are supplemented by targeted campaigns supported by the Henry Ford College Foundation, demonstrating clear integration of advancement, marketing, and institutional strategy.

The Vice President for Finance and Chief Financial Officer (VP-CFO) stated that each annual planning cycle begins with data analysis to identify the greatest areas of need. Requests are informed by assessment reports, projected enrollment trends, and emerging program opportunities. This data-first approach ensures that both strategic and operational plans are grounded in measurable institutional needs.

During the review team’s discussion with the Interim President, the theme of student success emerged as the central organizing principle of planning and resource allocation. The Interim President emphasized that the current Strategic Plan is “all in on student success,” with budgeting, operations, and instructional delivery aligned to improve student outcomes.

The Interim President also described a new “standard of care” for academic advising, designed to ensure that every student receives consistent advising appointments and follow-up opportunities. This initiative was confirmed by the Director of Academic Advising, who detailed the structured advising model now in place. Students met by the Review Team during lunch corroborated this perspective, noting that advising has become a defining feature of their positive experience at HFC.

Operational planning and budgeting processes demonstrate alignment between institutional goals and resource allocation. The Institutional Research and Business Intelligence (IRBI) office continues to play a key role in supporting strategic metrics, benchmarking, and the assessment of progress toward goals. Evidence from the IRBI Data Dashboard Reports and Strategic Plan Progress Update (2023–2024) confirms that data are systematically used to inform decisions and track success indicators. The Review Team encourages continued development of documented feedback loops and IRBI metrics-based evaluations to deepen the evidence of continuous quality improvement. Continued refinement of feedback mechanisms and more formalized assessment-to-action documentation will further strengthen HFC's continuous improvement framework.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Criterion 4 - Summary

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Rating

Met

Rationale

Henry Ford College (HFC) demonstrates strong, collaborative, and data-informed administrative and financial practices that align planning, budgeting, and resource management with institutional goals and student success priorities. The College's Shared Leadership model fosters broad engagement and transparency, while diversified funding streams, improved Composite Financial Index (CFI) performance, and robust tracking systems reflect fiscal discipline and sustainability. The Review Team encourages continued enhancement of data systems, particularly dashboard functionality, and expanded documentation of how data-driven insights lead to measurable institutional actions to further strengthen continuous improvement and evidence-based decision-making.

FC - Federal Compliance

Rating

Met

Rationale

1. Assignment of Credits, Program Length and Tuition

Conclusion:

The institution meets HLC's requirements.

Rationale:

Henry Ford College (HFC) maintains a credit-hour policy, available on the HFC website, that is consistent with both institutional course offerings and widely accepted higher education standards. Syllabi from all degree types and instructional modalities were reviewed and found to comply with the credit-hour policy. HFC has established procedures to verify the duration of academic periods and ensure compliance with the credit hour policy.

A total of thirty-one course syllabi were reviewed, encompassing online, hybrid, and in-person instructional modalities. One course, CIS-271-01, initially appeared not to meet the credit hour policy. During the site visit, the Vice President of Academic Affairs clarified that CIS-271-01 is a hybrid course, even though this was not specified in the syllabus. All other courses reviewed by the Review Team complied with the credit-hour policy.

For the courses reviewed, the course descriptions and learning objectives were appropriately aligned with both the course level and catalog descriptions. Courses taught by different faculty members demonstrated consistency in learning objectives.

2. Institutional Records Regarding Student Complaints

Conclusion:

The institution meets HLC's requirements.

Rationale:

Henry Ford College (HFC) maintains a student complaint policy and procedure for submitting and addressing student complaints, as verified on the HFC website within the Student Code of Conduct, which references the Student Complaint Policy. These documents outline the processes for receiving, tracking, and resolving each complaint. HFC demonstrates compliance with Assumed Practices A.3

and A.4 by maintaining records of complaints and resolving them in accordance with established protocols.

3. Publication of Transfer Policies

Conclusion:

The institution meets HLC's requirements.

Rationale:

The HFC website includes a step-by-step process for students to transfer credit into HFC, as well as to transfer their credits from HFC to another institution. This includes information on transferring credit from the military, AP, prior learning, and IB. The website also includes information on institutions with which the institution has established articulation agreements, including the name of the partner, degree, agreement type, and linked details on which courses will transfer.

The policies also explain credit recognition, student rights, and evaluation procedures, thereby meeting expectations for transparency and public disclosure, as well as HLC's Assumed Practice A.5.C.

4. Practices for Verification of Student Identity

Conclusion:

The institution meets HLC's requirements.

Rationale:

HFC verifies student identity through required online and in-person orientation and onboarding for new students, and the use of secure login credentials for the College student portal and LMS. Student privacy is ensured through firewalls, data encryption, security role-based access, and FERPA training. No additional costs are charged to the students for these processes.

5. Protection of Student Privacy

Conclusion:

The institution meets HLC's requirements.

Rationale:

HFC has a policy for protecting student records under FERPA, as well as disclosures available online for the collection and use of PII. These policies and procedures ensure student privacy and are

available online. There are mandatory onboarding, annual refresher training, and just-in-time training, including FERPA, Title IX, Clery Act, and other topics. Third-party contracts include adherence requirements.

The Review Team confirmed that onboarding training, including FERPA training, is mandatory. Campus safety training is conducted each semester. Additional training is provided for online instruction and admissions processes, as well as ongoing professional development. All new full-time faculty members are required to complete a course designated as HFC 101 and are assigned a tenured faculty mentor for the four-year probationary period. Faculty undergo a minimum of twelve classroom observations, conducted three times per year by the Dean, Associate Dean, or Vice President. After achieving tenure, as noted in the bargaining agreement, classroom observations become voluntary.

6. Publication of Student Achievement Data

Conclusion: (Choose one of the following statements and delete the other.)

The institution meets HLC's requirements.

Rationale:

Student outcome data, such as graduation, placement, and athletic participation rates, are available online and presented in a detailed and informative format. However, during the Federal Compliance session, concerns were raised regarding the accessibility of retention rates. HFC stated that retention rates are not provided because first-year students do not declare a bachelor's program, which aligns with the IPEDS definition of retention rates. As stated in Criterion 2B, "HFC does not present student retention information in a manner that is easily accessible or understandable for the intended audience." The site visit confirmed that retention information is publicly disclosed on a dashboard, specifically the 2022-2024 Strategic Plan Indicators Snapshot on Tableau Public. Despite the existence of this public-facing dashboard, its content is primarily intended for internal stakeholders, and the information is difficult to locate without prior knowledge of the specific webpage.

HFC reports that the institution is transitioning from WebFOCUS to Informer, a platform that will support the publication of dashboards. HFC indicated during the site visit that the annual review process will provide faculty with access to retention data, which will be extracted, visualized, and integrated into the system. Faculty will be able to view and utilize this data during their reviews. Full integration of Informer is anticipated by December 2025. It remains essential for HFC to ensure that retention data is made readily available and easily accessible to the public.

7. Standing With State and Other Accreditors

Conclusion:

The institution meets HLC's requirements.

Rationale:

HFC provides transparent, accurate disclosure of its affiliations with institutional and program accrediting bodies on its website. The institution maintains good standing with all listed accrediting organizations, including ASE, ACF, NCAE-C, CAAHEP, LEAARC, MAERB, ACEN, CoA-OMP, CAPTE, JRCERT, CoARC, and ARC-STSA.

HFC joined NC-SARA to enhance access to online courses, as documented in the News and Events section and confirmed on the NC-SARA website. The Review Team recommends that HFC include its NC-SARA approval on its website.

8. Recruiting, Admissions and Related Enrollment Practices

Conclusion:

The institution meets HLC's requirements.

Rationale:

HFC has an Admissions and Recruiting Code of Conduct and follows all applicable industry regulations, guidelines and best practices. Training is provided to admissions and recruiting staff and marketing and communications staff.

Appendix A: Title IV Program Responsibilities

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance Review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as met with concerns or not met.

Rationale:

Not applicable

Mandatory Reporting: Fraud, Abuse or Failing to Meet Title IV Responsibilities

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

Title IV Program Responsibilities

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs)?

Answer (Choose one response and delete the other):

No

Rationale (If the team responded “Yes,” explain the reasons for concern in detail. Otherwise, leave this section blank.):

Fraud or Abuse

In the course of the peer review team’s evaluation of this institution, have the reviewers encountered any reason to believe that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other):

No

Rationale (If the team responded “Yes,” explain the reasons for concern in detail. Otherwise, leave this section blank.):

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Summary

Criteria For Accreditation

Met

Federal Compliance

Met

Core Components Ratings

Number	Title	Rating
1	Mission	
1.A.	Mission Alignment	Met
1.B.	Mission and Public Good	Met
1.C.	Mission and Diversity of Society	Met
1.S.	Criterion 1 Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A.	Integrity	Met
2.B.	Transparency	Met
2.C.	Board Governance	Met
2.D.	Academic Freedom and Freedom of Expression	Met
2.E.	Knowledge Acquisition, Discovery and Application	Met
2.S.	Criterion 2 - Summary	Met
3	Teaching and Learning for Student Success	
3.A.	Educational Programs	Met
3.B.	Exercise of Intellectual Inquiry	Met
3.C.	Sufficiency of Faculty and Staff	Met
3.D.	Support for Student Learning and Resources for Teaching	Met
3.E.	Assessment of Student Learning	Met
3.F.	Program Review	Met
3.G.	Student Success Outcomes	Met
3.S.	Criterion 3 - Summary	Met
4	Sustainability: Institutional Effectiveness, Resources and Planning	
4.A	Effective Administrative Structures	Met

4.B	Resource Base and Sustainability	Met
4.C	Planning for Quality Improvement	Met
4.S.	Criterion 4 - Summary	Met

Overall Recommendations

Accreditation Recommendation

Reaffirm Accreditation

Pathways Recommendation

Eligible to Choose

Conclusion

Henry Ford College (HFC) fulfills the Criteria for Accreditation and demonstrates compliance with all Federal Compliance requirements.

The Review Team noted high morale among both employees and students. The Interim President, administration, faculty, and staff exhibited a welcoming attitude and responded promptly to the Review Team's requests. It was evident from the Assurance Argument and the site visit, that employees had coordinated their efforts in preparing the assurance argument. Faculty and staff engaged in open discussions regarding the institution and expressed strong enthusiasm for the college's mission and vision. Students consistently noted the support they received from faculty and staff.

The college's mission is prominently displayed throughout the campus, underscoring HFC's commitment to inclusivity, access, and community service. During the campus tour, the Review Team observed students actively engaged in learning, identified advanced equipment across programs, and noted that faculty and student accomplishments were prominently showcased.

New trustees participate in a formal orientation and report that an "open door" policy facilitates mentorship among board members and timely training on relevant topics. However, trustees would benefit from a more comprehensive and formalized training process.

The Federal Compliance Review identified that HFC does not present student retention information in an easily accessible format. The Review Team determined during the site visit that, although the college offers a public-facing dashboard, its content is primarily designed for internal stakeholders rather than external audiences. Furthermore, the dashboard is difficult to locate without prior knowledge of the specific webpage. The Review Team recommends that HFC present retention data in a clear, easily accessible format to support prospective students and parents in evaluating student success and persistence at the institution.

The curricular review process can be strengthened, particularly in how student assessment data is used to inform curricular decisions and address programmatic viability. Because HFC has only recently implemented new processes for program reviews, which have not yet had time to mature, there is currently no evidence that curricular improvements have occurred, in alignment with the emerging Program Vitality Reviews.

INTERNAL

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Henry Ford College, Michigan

Type of Review: Standard Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 10/27/2025 - 10/28/2025

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

☒ No Change

☐ Recommended Change:

Degrees Awarded: Associates, Bachelors

☒ No Change

☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016

Year of Next Reaffirmation of Accreditation: 2025 - 2026

☐ No Change

☐ Recommended Change:

Year of Last Reaffirmation of Accreditation: 2025 - 2026

Year of Next Reaffirmation of Accreditation: 2035 - 2036

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's, Bachelor's

The institution is not approved at the following program level(s): Master's, Specialist, Doctoral

The institution is limited to offer the following program(s), within the approved program levels listed above: Bachelor of Science in Culinary Arts

☒ No Change

☐ Recommended Change:

Additional Locations:

Prior HLC approval required.

☒ No Change

☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

☒ No Change

☐ Recommended Change:

Competency-Based Education:

☒ No Change

☐ Recommended Change:

Pell-Eligible Prison Education Program:

☒ No Change

☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

- ☐ No Change
☒ Recommended Change: Eligible to Choose

Upcoming Reviews:

No Upcoming Reviews

- ☒ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

- ☒ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

- ☒ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	76	☒ No Change ☐ Recommended Change:
Baccalaureate Degrees:	1	☒ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	☒ No Change ☐ Recommended Change:

Specialist Degrees:	0	☒ No Change ☐ Recommended Change:
Doctoral Degrees:	0	☒ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	83	☒ No Change ☐ Recommended Change:

Contractual Arrangements:

No Contractual Arrangements

☒ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

☒ No Change
☐ Recommended Change:

Additional Locations:

Henry Ford Community College – East, 3601 Schaefer Road, Dearborn, Michigan 48126
United States

☒ No Change
☐ Recommended Change: