Links to individual committees and board reports will be made once they’re broken out from overall committee lists

**Criterion 3, draft 4, 9/17/19—for college-wide review**

***Criterion 3: Teaching and Learning: Quality, Resources, and Support. The institution provides high-quality education, wherever and however its offerings are delivered.***

*3.A. The institution’s degree programs are appropriate to higher education.*

*3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*

The College’s faculty drive curriculum development, assessment, and revision in order to meet transfer institutions’ needs and expectations, industry and employer standards, and Federal mandates.

Using their field-specific expertise and their knowledge about HFC’s student body, faculty collaborate on course and program development. Each course follows a course master that specifies prerequisites, co-requisites, content, learning objectives, and assessment methods. These course masters provide structure to ensure consistency across course sections and instructors without interfering with instructors’ creativity and academic freedom.

The [Curriculum Management website](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Curriculum%20Management%20Website.pdf) and [handbook](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Curriculum%20Management%20Handbook.pdf) provide employee access to all relevant background, documentation, procedures, and statuses of courses and programs. Faculty who are proposing new curriculum follow a standardized proposal process (pp. 1-8) to ensure completeness, accuracy, and alignment with the College’s mission and strategic plan. Proposing new programs is similar but also addresses unique criteria, such as career opportunities in the field ([proposal process](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Curriculum%20Proposal%20Process.pdf), pp. 9-18). The [new curriculum approval procedure](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Curriculum%20Development%20and%20Approval%20Process.pdf) (which was revised following an institutional reorganization that replaced divisions with schools) involves collaboration among administration and faculty across the disciplines.

The [five-year course master review](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Course%20Master%20Review%20Process.pdf) emphasizes measurable learning objectives that are course-appropriate, alignment of course topics, outcomes, and assessments, pre-requisites and co-requisites, and credit for prior learning. While course masters may be reviewed more often, this five-year review is mandatory. Peer review is a critical component. The curriculum is designed so that learning outcomes at the course, general education, and program levels build progressively for students to achieve Institutional Learning Outcomes (ILOs; see [Learning Outcome Relationships](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Learning%20Outcomes%20Relationships.pdf)). ILOs are also reviewed and updated as needed every five years.

Pathways to certificates and degrees indicate appropriate levels of performance. Participation in the [Michigan Transfer Agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Michigan%20Transfer%20Agreement.pdf) as well as [articulation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Articulation%20Agreements.pdf) and [reverse transfer agreements](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Reverse%20Transfer%20Agreements.pdf) with many colleges and universities in Michigan prove that HFC’s requirements meet higher education standards. Furthermore, high school students aiming to accelerate their attainment of associate degrees through the [International Baccalaureate](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20CPCLL%20International%20Baccalaureate.pdf), [direct or AP credit, and Early College](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20College%20for%20High%20School%20Students.pdf) programs must achieve the same outcomes as students who have graduated high school or earned an equivalent degree. Students who have completed a Career and Technical Education program at one of HFC’s partner high schools may apply for free college credit through [secondary partnerships](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Secondary%20Partnerships.pdf). The [application process and terms of the agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWFPD%20-%20Collegiate%20Partnerships%20Secondary%20Articulation%20Packet.pdf) ensure that credit awarded is appropriate for HFC’s college-level curriculum.

Regular, comprehensive reviews ensure program quality. Per the [Program Review Handbook](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CProgram%20Review%20Handbook%20%282018-2019%29.pdf), program reviews occur every five years and not only assess Program Learning Outcomes (PLOs) but also analyze student and institutional data, program and Perkins expenditures, curriculum and assessment, employment trends, and employment forecasts. SWOT analysis also guides program development and revision. The Program Review Handbook (p. 28) emphasizes alignment with HLC’s criteria 1- 5. [Advisory committees](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Advisory%20Committees%202018-19.pdf) include both internal and external stakeholders to maintain program integrity and to keep pace with industry trends. These committees also annually review the PLOs and program review documents.

When HLC last visited, the program review process was in its infancy, and few programs had been reviewed. Progress has been substantial. Annually, several programs are scheduled for comprehensive review (see tracker where?). Nursing provides one example of the program review’s effectiveness. After Nursing implemented its improvement plan (see [Program Review](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CNursing%20-%20Program%20Review%202013-2014.pdf), pp. 41-44), first-time pass rates for the National Council Licensure Exam for Registered Nurses increased by 20%. Subcomponent 4.A.1 provides additional examples.

*3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.*

Learning goals for certificate, associate degree, and bachelor’s degree programs are clearly stated and demonstrate distinct levels of learning.

The [Degree Types](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Degree%20Types.pdf) section of the College Catalog explains differences in credit requirements. Transfer and bachelor’s degree programs require more general education credits (30) than associate degree career programs or the Associate Degree in General Studies (15), which are designed to be terminal degrees. Certificates focus on specific workplace skills needed for employment or promotion and thus do not have general education requirements The [list](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%202018-19%20Programs.pdf) of certificate, associate degree, and bachelor’s degree programs tabulates the total number of credit hours for each, which reflects their levels of learning. [Culinary Arts](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCulinary%20Arts%20-%20Stack%20Your%20Credentials.pdf) demonstrates well the tiered levels of learning that correspond to certificates, associate degrees, and bachelor’s degree.

After its last visit in 2015, HLC was concerned that certificate program descriptions were vague. The [Reaffirmation Review](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHLC%20-%202015%20Reaffirmation%20Review%20Final%20Report.pdf) stated, “The certificates do have a general description addressing the target audience, but do not articulate learning goals for the students” (pp. 21-22). In 2015-2016, the College Catalog began listing Program Learning Outcomes not just for associate and bachelor’s degrees but also for certificates (see, for example, the [Biotechnology Certificate of Achievement Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Biotechnology%20Certificate%20of%20Achievement.pdf)).

The change of the [Associate in General Studies](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20General%20Studies.pdf) (AGS) from a transfer to a terminal degree was proposed in Fall 2018 and ultimately approved by the School of Liberal Arts in 2019. As a transfer degree, the AGS had very low retention and completion. Analysis showed that it required more general education courses than the Associate in Arts Degree and that students were most likely to leave having completed all but the Wellness and Fitness. The Wellness and Fitness requirement (which is not an Institutional Learning Outcome) was removed from the AGS. Now a terminal degree, the AGS requires 15 general education credit hours and 45 credit hours of electives. [Michael N: did I get this right following our discussion?]

The transfer-oriented associate degrees were also strengthened. To minimize course duplication and prevent loss of credit for students pursuing bachelor’s degrees, the College created “Success in 60” programs for the Associate in Liberal Arts, Associate in Science, and Associate in Business. These programs consist of a 30-credit [Michigan Transfer Agreement (MTA) Certificate](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Michigan%20Transfer%20Agreement%20Certificate.pdf) plus 12-18 credits in the student’s major and 15 elective credits (including 3 credits of computer technology). See, for example, the Liberal Arts Associate in Arts Degrees in [Psychology](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Liberal%20Arts-Psychology.pdf) and in [Journalism](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Liberal%20Arts-Journalism.pdf). Because they have articulation agreements with specific bachelor’s degree programs, they transfer in their entirety, without requiring course-by-course evaluation by the transfer institution. Success in 60 programs provide more structure to students than the AGS and so may encourage more efficient completion.

*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’s courses and programs have the same learning goals and standards and apply the same standards for [calculating credit and contact hours](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%202018%20Curriculum%20Credit%20Contact%20Hours.pdf) [footer reads “draft”—need final version] regardless of location or delivery method. Faculty must follow course masters to ensure consistency (see subcomponent 3.A.1).

As opportunities increase for high school students to enroll, the College ensures that their learning experience parallels that of its adult learners. College classes are taught by HFC instructors. High school students take on-campus and online classes with adult students to experience college-level class discussion and collaboration. A limited number of courses for concurrent high school and HFC credits are taught at the high school (see [list](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnrollment%20Services%20-%20FA15-WI19%20Dual%20Enroll%20Courses%20Taught%20Off-Campus.pdf)), in which case the high school teacher has HFC’s required credentials. [do we need evidence of credentials?] Furthermore, high school students must meet the same admissions and placement standards for College courses as other students.

Many programs have clinical rotations or practicums, whose quality and consistency from site to site is assured through course masters and the oversight of HFC instructors.

* Per the State of Michigan Board of Nursing requirements, in the Nursing Program, one faculty member is responsible for six to eight students at the clinical site and works with those students throughout the rotation.
* In the Radiographer and Surgical Technologist programs, students work under a hospital-assigned preceptor, but HFC instructors are on site weekly to observe and evaluate students’ performance and to provide feedback.
* Clinical instructors report to HFC’s Program Director or Clinical Coordinator. Clinical Coordinators ensure consistency across placement sites in the following programs: EMT—Basic and Paramedic, Pharmacy Technician, Physical Therapy Assistant, Ophthalmic Technician, Respiratory Therapist, Medical Assistant, and Lactation Consultant (a new program in Fall 2019). [to come from Cyndi: PTA handbook for clinical sites for clinical ed and job description for clinical coordinators]
* A Practicum Coordinator ensures quality and consistency across sites in the Children and Families Program, while practicums in the Pre-Education Program are supervised by full-time HFC faculty. Consistency in the Pre-Education Program is assured by all sections meeting the same requirements; see the [letter to the practicum site](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CPre-Education%20-%20Practicum%20Site%20Letter.pdf), the [student agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CPre-Education%20-%20Student%20Agreement.pdf), and the [midterm and final student assessments](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CPre-Education%20-%20Practicum%20Mid-Term%20%26%20Final%20Assessments.pdf).

Instructor oversight ensures that the mode of delivery does not compromise course and program integrity or interaction between students and instructors. Regarding online learning in particular, the [full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf) (Article XII.B.1) states,

Distance Education delivered by the College, delivered under its auspices, or received by the College shall be subject to initial approval, review, and reapproval of the division(s)/department(s) traditionally responsible for instruction of the subject matter and/or content of the Distance Education offering.

Article XXI.B.9 mandates that, like on-campus and hybrid courses, online courses are evaluated by students, using a similar [tool](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CLocal%201650%20-%20Online%20Instruction%20Eval%20for%20FT%20Instructors.pdf).

Parity among online, hybrid, and on-campus courses is achieved through additional academic policies and procedures. In 2016, under the previous organizational structure, each academic division was responsible for developing processes for its online curriculum, and only some divisions had implemented complete policies and guidelines (see [Online Learning Steering Committee report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Learning%20-%20Steering%20Committee%202016%20Final%20Report.pdf), pp. 22-24). When the structure was reconfigured into departments within schools, division processes were streamlined. Now each school has procedures and criteria for offering courses or programs online and for evaluating them (see those for the [School of Liberal Arts](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CSoLA%20-%20Online%20Quality%20Assurance%20Guidelines.pdf), the [School of Health and Human Services](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHHS%20-%20QA%20Guidelines%20for%20Online%20Courses.pdf), the [School of Science, Technology, Engineering, and Math](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CSTEM%20-%20QA%20Guidelines%20for%20Online%20Courses.pdf), and the [School of Business, Entrepreneurship, and Professional Development](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBEPD%20-%20QA%20Guidelines%20for%20Online%20Courses.pdf)). While some minor differences exist between schools, common content prevails, including similar, rigorous course evaluation rubrics (based on the [Quality Matters](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Quality%20Matters%20Rubric.pdf) and [Instructional Technology Committee’s rubrics](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Quality%20Guidelines%20for%20Online%20Teaching.pdf)) and proven technical skills and training of instructors before going online. As each school states, “The purpose of these guidelines is to help ensure that HFC’s online credit-based programs and courses adhere to the high standards of its traditional programs and courses and meet all applicable accrediting agencies’ distance-learning policies.” The online course development guidelines and rubrics in each school’s procedures encourage ongoing improvement after a course’s initial offering.

Furthermore, HFC is approved by Michigan’s Licensing and Regulation Affairs to participate in the State Authorization Reciprocity Agreement (SARA; see [license](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Learning%20-%20State%20Auth.%20Reciprocity%20Agreement%20%283.A.3%29.pdf) and [Key Attributes of SARA](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CKey%20Attributes%20of%20State%20Authorization%20Reciprocity%20Agreement.pdf), Midwestern Higher Education Compact). Can we update this paragraph in the fall with more documentation of HFC’s plan to follow the SARA evaluation guidelines (which are very extensive and specific)?] Participating institutions must follow best practices for distance education as specified in the [Interregional Guidelines for the Evaluation of Distance Education](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CInterregional%20Guidelines%20for%20Eval%20of%20Distance%20Education.pdf), which include standards for ensuring equivalent rigor in online and traditional courses as well as faculty qualifications for teaching online.

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

*3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.*

The [Committee for the Assessment of Student Learning—Institutional Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202019%20ILO%20Charge.pdf) (CASL—ILOs, a standing committee that reports to the Faculty Senate) provides evidence of the general education program’s alignment with the College’s mission, educational offerings, and degree levels.

Since the HLC’s last visit in 2015, HFC’s conception of “general education” has morphed, partly in response to the HLC’s concern about inadequate integration and assessment of general education at the program level (see [HLC’s reaffirmation review](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHLC%20-%202015%20Reaffirmation%20Review%20Final%20Report.pdf), p. 30) and partly in response to the need to clarify and align our requirements with the [Michigan Transfer Agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Michigan%20Transfer%20Agreement.pdf) (MTA). “General education” is now associated with the MTA, and it identifies the courses that align with each of the [seven MTA categories](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20General%20Education%20Categories.pdf). Each program must define its general education minimum requirements, which must be achievable through the MTA (see [MTA and General Education Alignment](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20MTA-GenEdu%20Alignment.pdf)), thus aligning with the degree levels of the institution and avoiding excess credit hours.

While “general education” at HFC now focuses on maximizing transferability of course credits, the [Institutional Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202019%20ILO%20Charge.pdf) (ILOs) define the knowledge and skills that the College expects all graduating students to have, regardless of degree. These are the outcomes more typically associated with a college’s assessment process. These outcomes are addressed in courses across the curriculum so that students progress toward competency by the time they graduate. ILOs are assessed at both the course level (formative assessment) and the institutional level (summative assessment).

See [General Education versus ILOs](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C4%29%20Gen%20Ed%20Versus%20ILOs%20-%2008.01.17.pdf) for a brief summary of this transition.

The College’s [mission statement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Mission%2C%20Vision%2C%20Values.pdf) provided the framework for developing the ILOs and the [Co-Curricular Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Co-Curricular%20Assessment%20Learning%20Outcomes.pdf). All of these outcomes culminate in the mission (see [graphic](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Learning%20Outcomes%20Relationships.pdf)) and align with elements of the mission (see [Mission Statement Relationship to Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Mission%20Statement%20Relationship.pdf)).

To align the ILOs with the curriculum, a cross section of faculty developed rubrics for assessing student achievement at the introductory, developing, and competent levels of knowledge and skills. The rubrics explicitly state the degree of achievement that can be expected as a result of course offerings across the curriculum and for all degree levels. See rubrics for [Civil Society and Culture—US and Global](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20WI%2717%20Civil%20Society%20and%20Culture%20Rubric.pdf), Communication—[Written](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20WI%2717%20Written%20Communication%20Rubric.pdf) and [Oral](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20WI%2717%20Oral%20Communication%20Rubric.pdf), [Computer Technology](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20WI%2717%20Computer%20Technology%20Rubric.pdf), [Critical Thinking and Information Literacy](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20WI%2717%20CTIL%20Rubric.pdf), and [Quantitative Literacy](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20WI%2717%20QL%20Rubric.pdf). The rubrics will be reevaluated alongside ILO review every five years.

*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.*

The Institutional Learning Outcomes align with and operationalize the College [mission](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Mission%2C%20Vision%2C%20Values.pdf) and are a consistent focus of professional development, curriculum creation, and pedagogical discussions.

As the framework for ILO assessment, the College’s assessment committees (CASL—ILO and CASL—Programs) adopted the [three-step process](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%203%20Step%20Assessment%20Process.pdf) of [Dr. Barbara Walvoord](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAssessment%20-%20Curriculum%20Vitae%20-%20Barbara%20E.%20Walvoord.pdf) (a nationally recognized expert): (1) identify outcome, (2) gather evidence, and (3) analyze and act on that evidence to advance learning (see [flowchart](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Assessment%20Path%20Flowchart%20-%2008.15.17.pdf)). This straightforward method yields concrete data for analysis. Using it at both the course and the program level creates coherence and offers students multiple contexts and opportunities to apply ILO-defined knowledge, skills, and attitudes. Such repetition and transference are critical to learning and to carrying knowledge and skills into the workforce and four-year colleges and universities.

The shift from General Education to Institutional Learning Outcomes to specify the skills and knowledge expected of all HFC degree recipients (see subcomponent 3.B.1) was vetted by a task force formed by Academic Affairs and approved by the Faculty Organization and the President. Thus, stakeholders were not only informed of the change but also played a significant role in passing it. Furthermore, because critical learning occurs beyond the classroom, the College defined [Co-Curricular Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Co-Curricular%20Assessment%20Learning%20Outcomes.pdf) (CCLOs) that reinforce the ILOs. CCLOs are integrated into the assessment process in the same way as ILOs. See [Learning Outcomes Relationships](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Learning%20Outcomes%20Relationships.pdf) and the [assessment path flowchart](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Assessment%20Path%20Flowchart%20-%2008.15.17.pdf).

Even given broad faculty involvement, some confusion about this new terminology persists. It is being addressed by CASL (see below), and it is being updated on the College website, where the terms “ILO” and “General Education Outcomes” were being used interchangeably.

In its [2015 Reaffirmation Review](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHLC%20-%202015%20Reaffirmation%20Review%20Final%20Report.pdf) (pp. 23-24), HLC expressed concerns about assessment: (1) that the overall learning objective and value of general education was not effectively communicated or understood and (2) that coherent integration of general education into degree and certificate programs was not evident. CASL has been addressing these concerns in several ways, as explained below.

In the 2015-2016 academic year, CASL was accepted to participate in HLC’s four-year Assessment Academy (see [CASL’s 2015-2016 Annual Report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202015-16%20Annual%20Report.pdf), pp. 6-8). HFC participants (CASL co-chairs and other faculty members) identified three specific goals: (1) create a systemic formative assessment plan, (2) create a summative assessment plan, and (3) positively engage all faculty in assessment to build “a culture of inquiry into student learning.”

Also, the ILOs are being publicized to increase both faculty and student awareness and to encourage explicit integration of these outcomes into course and program curricula. For an overview, see [CASL’s Cultural Transformation Plan](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C4%29%20Cultural%20Transformation%20Plan%20-%2008.17.18.pdf) and the [HLC Assessment Academy project](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAssessment%20-%20Presentation%20-%20Assessment%20Academy%20HLC%20Project.pdf). This awareness campaign includes the following:

* [CASL presentation to Faculty Organization](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20ILO%20May%202019%20Faculty%20Org%20Presentation.pdf),
* faculty training (see, for example, on-campus assessment conferences in [2015](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C4%29%20Mini%20Conference%20Flyer%20-%2009.25.15.pdf), [2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C4%29%20Mini%20Conference%20Flyer%20-%2009.30.16.pdf), and [2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C4%29%20Mini%20Conference%20Flyer%20-%2011.03.17.pdf)),
* ILO-focused discussions open to all faculty (see, for example, [oral communication](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C4%29%20Brown%20Bag%20Discussion%20Flyer%20-%2009.19%20%26%209.20.18.pdf) and the Composition Conversation Series—[working with ESL students](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20Working%20with%20ESL%20Students%20-%20Composition%20Conversation%20Series.pdf) and [teaching source integration](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20Teaching%20Source%20Integration%20-%20Composition%20Conversation%20Series.pdf)),
* Spotlight on Program Improvements ([2015-2016 Annual Report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202015-16%20Annual%20Report.pdf), pp. 4-5; [2016-2017 Annual Report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202016-17%20Annual%20Report.pdf), p. 4),
* [CASL website](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20CASL%20Employee%20Portal.pdf),
* introduction and explanation of significance of ILOs at [new student orientations](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnrollment%20Services%20-%202019%20New%20Student%20Orientation%20Presentation.pdf) (slides 10-12) and encouraged for instructors to use in class,
* student-featured videos, which have been created but not yet distributed,
* distribution of [posters](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20ILO%20Posters.pdf) and [bookmarks](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20ILO%20Bookmark.pdf) that succinctly state the outcomes and their lifelong significance for students, and
* a [student workshop](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C4%29%20ILO%20Student%20Workshop%20-%2011.27.18.pdf).

As a result, instructors have begun adjusting their course curricula and activities. For example, while course masters and syllabi must include measurable learning outcomes, how those course outcomes relate to ILOs has been unclear to most students. Therefore, during a [course master review](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Course%20Master%20Review%20Process.pdf) in 2018, the English Department streamlined the learning objectives and expressed them using the same, student-friendly terminology as the ILOs. Contrast, for example, the [previous English 131 course master](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20ENG-131%20Intro%20to%20College%20Writing%20Course%20Master.pdf) with the [current one](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20ENG131%20Current%20Course%20Master.pdf). Furthermore, all instructors are encouraged to discuss the ILOs with their students.

*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 [Institutional Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202019%20ILO%20Charge.pdf), applicable to all degree programs, clearly align with HLC’s expectations:

|  |  |
| --- | --- |
| **Skills Expected by HLC** | **Corresponding College ILOs** |
| Collecting, analyzing, and communicating information | * Communication—Written and Oral
* Critical Thinking and Information Literacy
* Computer Technology
 |
| Mastering modes of inquiry or creative work | * Civil Society and Culture—U.S. and Global
* Computer Technology
* Critical Thinking and Information Literacy
* Quantitative Literacy
 |
| Developing skills adaptable to changing environments | * Communication—Written and Oral
* Computer Technology
* Critical Thinking and Information Literacy
* Quantitative Literacy
 |

Repetition of ILOs in each row reveals that students have multiple occasions and contexts for deep learning, and the rubrics used to evaluate each ILO (see [CASL handbook](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20Assessment%20Handbook%20-%2001.28.19.pdf), pp. 40-49) not only establish consistent benchmarks across the curriculum but also recognize that learners progress gradually toward mastery. Formative assessment at the course level charts that progression, and summative assessment at the program level shows students’ ultimate achievements. Levels of student mastery are documented according to the IDC model Cyndi to send and example, where students are introduced to, develop, and become competent in an outcome.

Below are a few of the many examples of students’ developing critical thinking and communication skills within a discipline.

* In the Computer Information Systems (CIS) and Web Development areas, students take [CIS 294—Software Engineering](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20CIS%20294%20Software%20Engineering%20Course%20Master.pdf). In the course, students complete a capstone project wherein they collect data from an external client, develop requirements for the project, and present the prototypes based on their analysis of the data. The project uses an Agile-like approach to accommodate changes in requirements as the project proceeds.
* In the Biology Program, students in [BIO 152—Cell and Molecular Biology](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20BIO-152%20Cell%20and%20Molecular%20Biology%20CM.pdf) design and conduct an experiment, collect and analyze data, write a summary, and present the experiment’s process, results, and conclusions.
* In the [Graphic Design Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Graphic%20Design.pdf), students rebrand a business by researching stakeholder and market needs, competitors, community strategies, marketing strategies, and more. See, for example, the [project process binder](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMiguel%20Reyna-%20Bartz%20Process%20Binder%20.pdf) for a project on a local bakery.
* Students in the [Telecommunication Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20Telecommunication.pdf) conduct a professional interview on a timely, engaging news topic. The interview must follow industry standards and be appropriate for airing on local media outlets.
* The Visual, Performing, & Media Arts programs require students to plan projects that create and deliver messages, directly or indirectly, through a variety of organizational structures and media appropriate for a target audience. In doing so, students develop “the imagination and critical thinking process for today’s global multimedia environment.”
* Add example from School of HHS [to come from Cyndi; consider using it instead of VPMA example above]

*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 human and cultural diversity through curricular and co-curricular work. As [Board Report 4150](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBOT%20-%20Report%20-%2004.20.15.pdf) in 2015 shows, this diversity focus has strong roots.

Students learn about human and cultural diversity regardless of program. All degree programs require a certain number of general education credits (15 credit hours for Associate in Applied Science, Associate in Applied Arts, Associate in Business, and Associate in General Studies; 30 credit hours for Associate in Arts, Associate in Fine Arts, Associate in Science, and Bachelor of Science). Two of the [MTA general education categories](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20General%20Education%20Categories.pdf) align especially well with human and cultural diversity: Category 4— Social Sciences and Category 5—Humanities and Fine Arts. Within each, students may choose among many disciplines of study, such as Social Sciences, World Languages and Religions, Psychology, History, and Criminal Justice. Also, the [Civil Society and Culture—U.S. and Global ILO](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202019%20ILO%20Charge.pdf) explicitly focuses on “social (economic, political and cultural) issues, patterns of diversity, or aspects of inequality.” Each program formally assesses each ILO on a [five-year cycle](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20Prog.%20Assessment%20-%20ILO%205-Year%20Plan.pdf).

Many courses and programs stress diversity in real-world contexts. See, for example, [BBA 250—International Business](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20BBA%20250%20Int%27l%20Business%20Course%20Master.pdf), [SOC 251—Ethnic and Racial Diversity in Society](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20SOC%20251%20Ethnic%20%26%20Racial%20Diversity%20in%20Society%20CM.pdf), [POLS 200—Introduction to Peace and Conflict Studies](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20POLS-200%20Intro%20to%20Peace%20%26%20Conflict%20Studies%20CM.pdf), and courses in World Languages, History, and Psychology. Of course, the programs with outcomes requiring strong interpersonal skills (e.g., programs in Health Professions or Liberal Arts) emphasize diversity as well. The Community Leadership Program’s learning outcomes comprehensively target human and cultural diversity, both understanding it and learning to act within it:

1. Examine the political systems and policy making processes (local, state, national).
2. Compare and contrast justice movements for reform and liberation, and what makes a movement a movement.
3. Describe different community organizing models and cultures, including theory, practice, structure, and leadership.
4. Demonstrate communication, team-building, and leadership skills.
5. Demonstrate methods for basic data analysis, meeting facilitation, project management, and evaluation of projects.

Study abroad opportunities deepen multicultural understanding. For example, students in [BBA 290—Study Abroad in International Business](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20BBA-290%20Study%20Abroad%20in%20Int%27l%20Business%20CM.pdf) in August 2015 traveled to China as part of the PathPro Project coordinated by the China Education Association for International Exchange. As stated in [Board Report 4211](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBOT%20-%20Report%20-%2009.21.15.pdf), “The Project aims to build up a sustainable platform for cooperation between Chinese vocational colleges and U.S. colleges and universities, especially through enhancing global perspectives of faculty and students.” Also see subcomponent 1.C.2.

Through [Honors Directed Study Abroad](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20HON-235%20Honors%20Directed%20Study%20Abroad%20CM.pdf) (see [projects](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHonors%20-%20HON%20235%20Directed%20Study%20Abroad%20Projects.pdf)) and [Honors Directed Study—Service Learning](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20HON-236%20Honors%20Directed%20Study-Service%20Learning%20CM.pdf) projects, students have worked with diverse communities, including volunteering at Freedom House Detroit, which provides shelter and support for asylum seekers (see other [external partners](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHonors%20Service%20Learning%20Partnerships.pdf)).

[Co-Curricular Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Co-Curricular%20Assessment%20Learning%20Outcomes.pdf) round out students’ diversity education. See subcomponents 1.C.2 and 3.B.5.

*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.*

Part of the College’s mission is to “empower learners through the development of independent, critical and creative thinking.” To achieve that, both faculty and students pursue knowledge, scholarship, and creativity.

Faculty activities beyond the classroom enrich their teaching. Activities include the following (lists are not exhaustive):

* [Sabbatical projects](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFT%20Faculty%20Sabbaticals.pdf)
* [Faculty lectureships](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Senate%20-%20Faculty%20Lectureship%20Awards.pdf) (one or two awarded annually)
* [Professional engagement by School](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Professional%20Engagement%20by%20School.pdf)
* [Conference attendance](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20FT%20Faculty%20Professional%20Dev.%20Conferences.pdf) (full-time faculty)
* [Achievement of advanced credentials](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20FT%20Faculty%20Adv.%20Degrees%202014-19%20AY.pdf) (full-time faculty)

Contractual agreements support these activities. See the [full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf), Articles XVI (Professional Improvement) and XVIII.A (Professional Leaves of Absence), and the [adjunct faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20AFO%20Bargaining%20Agreement%20%282017-2021%29.pdf), Articles XVIII (Professional Development) and XXXII (Tuition Reimbursement).

Some of the most inspiring creative and scholarly works are by students, usually mentored by or in collaboration with faculty. Consider, for example, the rich [musical](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFine%20Arts%20-%20%281D1-3%29%20Music%20Concert%20Calendars%202015-2019.pdf) and [theatrical productions](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFine%20Arts%20-%20Theater%20Productions%20%282015-2019%29.pdf), the *Looking Glass* magazine ([2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFine%20Arts%20-%202016%20Looking%20Glass%20Magazine.pdf), [2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFine%20Arts%20-%202017%20Looking%20Glass%20Magazine.pdf), [2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFine%20Arts%20-%202018%20Looking%20Glass%20Magazine.pdf), and [2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Looking%20Glass%202019.pdf)), the [Mirror News](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMirror%20News%20-%20Vol%2043%20Issue%2010.pdf) (winner of [24 awards](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%20The%20Mirror%20News%20wins%2024%20state%20awards.pdf) at the 2019 Michigan Community College Press Association Conference), and presentations and awards at the Liberal Arts Network for Development (LAND) conferences (see awards for [2015](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%20Students%20Win%20Scholar%20Awards%20at%202015%20LAND%20Conf..pdf), [2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%20Students%20Win%20Awards%20at%202016%20LAND%20Conference.pdf), [2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%20Students%20Win%20Statewide%20Awards%20at%202017%20LAND%20Conf..pdf), [2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMarketing%20-%202018%20LAND%20Winners.pdf), and [2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnglish%20-%202019%20LAND%20Conference%20Winners.pdf) and conference summaries for [2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnglish%20-%20Feb%202018%20LAND%20Conference%20Summary.pdf) and [2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnglish%20-%20Feb%202019%20LAND%20Conference%20Summary.pdf)). The annual Henry Ford College Student Art Exhibition showcases work from all Art and Graphic Design classes, and all Art, Graphic Design, and Interior Design majors are expected to participate in the annual Henry Ford College Graduating Art and Design Students’ Exit Exhibition. At the completion of a degree in Telecommunication, students create an original concept for a feature film, a feature film treatment, premise, and synopsis, and the first act in a screenplay that follows industry guidelines. In the Associate in Applied Science Degree in Biotechnology, students complete an internship where they conduct research in academic or industry labs and then present their experiences and research to a College audience. HFC students have also been awarded the [Michigan Community College Research Fellowship](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20SU%2718%20MI%20Comm.%20College%20Research%20Fellowship%20Winners.pdf), in which they have researched sophisticated scientific, sociological, and political topics.

[Honors Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Henry%20Ford%20II%20Honors%20Program.pdf) projects and presentations provide outlets for students. As evident in the Honors Day programs ([2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHonors%20Day%202016.pdf), [2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHonors%20Day%202017.pdf), [2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHonors%20Day%202018.pdf), and [2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHonors%20Day%20Presentations%2004.2019.pdf)), academically rigorous contributions run the gamut of disciplines and topics. See the [examples of Honors presentation abstracts and research sources](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHonors%20Presentation%20Abstracts.pdf). Based on their achievements and potential as undergraduate researchers, eight Honors students in 2018-2019 won fellowships to work with University of Michigan—Ann Arbor professors in Summer 2019. Five won Undergraduate Research Fellowships (also known as Michigan Transfer Summer Fellowships), two won Engelhardt Social Justice Fellowships, and one won the Detroit Residential Fellowship for urban research. Each of these fellowships earns $4,000-$5,000 over ten weeks.

Discipline-specific evidence of student scholarship and success takes several forms. For example, students in the Respiratory Therapist and Radiographer programs participate in statewide competitions. In ENGR 130—Introduction to Engineering (a core course requirement in the Pre-Engineering and Engineering Technology programs), students work as a team to develop prototypes of solutions to real-world problems that they have identified and then enter their projects in HFC Engineering competitions in fall and winter semesters. For three consecutive years, HFC teams were in the top ten finalists in the Community College Innovation Challenge (CCIC), and they participated in the National Science Foundation’s CCIC Camp in [2015](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%202015%20Community%20College%20Innovation%20Challenge.pdf), [2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%202016%20Community%20College%20Innovation%20Challenge.pdf), and [2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%202017%20Community%20College%20Innovation%20Challenge.pdf). In 2017, the Pre-Engineering Department created an independent journal ([*Journal of Innovative Ideas in Engineering and Technology*](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Journal%20of%20Innovative%20Ideas%20in%20Engineering%20%26%20Technology.pdf)) for student publications and plans to explore possible collaborations with other colleges and universities.

The [Black Male and QUEENS Focus Group](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBlack%20Males%20%26%20QUEENS%20Focus%20Group%20Activities.pdf)’s (BMQFG) scholarship is impressive. Students have presented at national and statewide conferences such as the Michigan Sociological Association’s (MSA) Annual Conference (after which one HFC student was recruited to be the only undergraduate student member of the state board of the MSA), the Michigan Student Success Summit, and the Northeastern Ohio Undergraduate Sociology Symposium. The group is currently working on an article for publication on their experiences at the [Black, Brown, and College Bound Summit](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20HCC%20Black%20Brown%20and%20College%20Bound%20Summit.pdf), an annual conference focusing on persistence, retention, and graduation particularly of African American and Latino male students. Scholarship sometimes results in community activism, as was the case of one BMQFG member who won the Englehardt Social Justice Fellowship Award for her work assessing the needs of residents in Flint, Michigan, following the water crisis. She organized a toiletry drive and created a resource manual identifying local food pantries, shelters, and other supports unknown to many residents.

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

*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; and involvement in the assessment of student learning.*

The College’s well-credentialed faculty continue to be heavily involved at all levels in setting academic policy, developing curriculum, assessing student learning, and hiring qualified academic and student support administrators.

Even given its decline since 2015, a sufficient number of faculty exists to fulfill these responsibilities. According to data reported to IPEDS, the number of full-time faculty decreased from 181 in 2015 to 164 in 2018, and the number of adjunct faculty decreased from 579 in 2015 to 518 in 2018. This decline coincided with a decline in enrollment. See [faculty, staff and student](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIR%20-%20Faculty%20Staff%20and%20Students%20-%20IPEDS%202014-2019.pdf) numbers for 2014-2019.

Reorganization of the Academic governance structure has helped to offset negative effects of declining numbers of faculty. During the reorganization of academic divisions into schools, faculty were grouped in subject-specific departments that are overseen by full-time faculty members with redirected time. These Faculty Chairs strengthen faculty involvement in the decision-making process. Additionally, the departure of full-time faculty left many areas with only one full-time instructor. To provide that instructor with collegial support and to ensure that all instructors are well represented in College governance, some subject areas were combined into a single department.

Articles IV.B and IV.C in the [full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf) also aim to maintain an adequate number of full-time faculty. [last time we had documents titled “Instructor Load” with %’s of courses and sections taught by FT, temp FT, and adjunct instructors. Should we get that again, by semester, and analyze any shifts?]

Employee Hiring and Continuity

Faculty involvement in the hiring process ensures appropriately credentialed classroom instructors and academic and student support administrators.

As specified in the [full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf) (Article IV.A), the preferred minimum educational requirement for teachers is “a Master’s Degree in subject matter, or its equivalent, directly related to the teaching job being filled.” The [adjunct faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20AFO%20Bargaining%20Agreement%20%282017-2021%29.pdf) (Article XIII.A) piggybacks on this language by stipulating that adjunct faculty “shall meet minimum competencies, as established by the College, for teaching the course(s) or performing the function for which the need exists.” Faculty establish the specific requirements for teaching classes in their areas, thus following the Higher Learning Commission’s Assumed Practices (see list of courses with requisite credentials [smartsheet in evidence—where exactly?]), and they participate in screening and recommending academic and student support administrators. Those recommendations are further vetted by the Vice President of Academic Affairs and the President before going to the Board of Trustees for approval. See the [Faculty Organization Constitution](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Constitution.pdf), Article VI.B.

Contractual language facilitates retention of qualified, high-performing faculty. Such continuity is critical to fulfilling a myriad of teaching and governance responsibilities. The full-time faculty bargaining agreement acknowledges that last-minute part-time and temporary full-time faculty hires may preclude following the standard hiring process. However, Article IV.A provides for a complete review by full-time faculty of that hire’s credentials and teaching performance in order to recommend whether to renew his or her employment. Furthermore, conditions of probation and tenure (Article VI) help to recognize and retain high-performing faculty. The [adjunct faculty bargaining agreement’s](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20AFO%20Bargaining%20Agreement%20%282017-2021%29.pdf) provisions for probationary and senior adjunct status (Articles XIII-XV) have a similar effect.

Curriculum Development and Assessment

As mandated by the Faculty Organization Constitution (Articles I.C and III.A.3) and reflected in academic policies and procedures, faculty drive curriculum development and assessment.

The [Curriculum Development and Approval Procedure](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Curriculum%20Development%20and%20Approval%20Process.pdf) defines the stages of review for approval of new courses. Curriculum development begins at the department level. There, faculty with the appropriate expertise create course masters for new courses (see [Curriculum Proposal Process](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Curriculum%20Proposal%20Process.pdf), pp. 1-8). The process for approving and ultimately activating these courses involves further collaboration and vetting, as described in [Curriculum Development and Approval Procedure](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Curriculum%20Development%20and%20Approval%20Process.pdf). Notably, this process involves all stakeholders, with faculty at the fore. They initiate curriculum development, play a prominent role in each School’s Instructional Leadership Team, and constitute the Curriculum Committee, wherein college-wide peer review occurs. This process is the result of reorganization of the Academic Affairs area since HLC’s last visit, and by delineating the steps and roles of each group more completely and precisely, it has improved consistency and efficiency.

Faculty-developed curriculum encourages innovation. For example, as part of HFC's Pre-Elementary Education Program, students take Mathematics for Elementary Teachers I and II. To improve outcomes in these courses, an HFC Math instructor participated in the Student Success Through Evidence-Based Pedagogies (SSTEP) Fellows Program. She collaborated with instructors at Wayne State University on the project [EMINENT: Effective Mathematics Instruction for Learning and Teaching](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMath%20-%202017%20SSTEP%20EMINENT%20Annual%20Report.pdf), wherein they revised the curriculum “to improve teachers’ mathematical knowledge for teaching … by devising teacher learning environments situated in the demands of instruction.” HFC student pass rates increased from 75% in Fall 2015 to 100% in Winter 2017, and anecdotal evidence revealed increased confidence. This project was [presented](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMath%20-%202018%20CaC%20EMINENT%20Presentation.pdf) at a Michigan Chapter of the Association of Mathematics Teacher Educators’ Conversations among Colleagues.

The program creation process is similar to the course development process, including creation of a Program Master (see [Curriculum Proposal Process](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Curriculum%20Proposal%20Process.pdf), pp. 9-18).

To maintain their quality, courses and programs undergo regular, rigorous review.

Under the Curriculum Committee (whose voting members are faculty), at least every five years, course masters are reviewed and updated, or in some cases deactivated or eliminated, following the [Course Master Review Process](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Course%20Master%20Review%20Process.pdf). The Course Master Review Feedback Form (p. 14) captures the major criteria for review. To make this process manageable, schools under review are staggered and follow a defined timeline. The process is designed to maximize faculty input. The School of Science, Technology, Engineering, and Mathematics and the School of Health and Human Services completed their course master reviews in Fall 2018; the School of Business, Entrepreneurship, and Professional Development and the School of Liberal Arts completed theirs in Winter 2019 (see [records](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Course%20Masters%20Reviewed.pdf)).

The [Program Review Handbook](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CProgram%20Review%20Handbook%20%282018-2019%29.pdf) fully defines and explains its own process, which includes specialized criteria, such as a SWOT analysis and Perkins Core Indicators. The Program Review Completion Checklist and Rubric (pp. 28-30 of the handbook) capture well the focus of program review, which occurs at least every five years, on a staggered schedule. [Do we have evidence to show where all the programs are in their cycles? Lori will get] The process on p. 3 indicates substantial faculty involvement.

Two [Faculty Senate standing committees](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Senate%20Standing%20Committees%202018-2019.pdf) oversee assessment of student learning: CASL—ILOs and CASL—Programs. Each is composed primarily of full-time and adjunct faculty from across the curriculum. While they each have unique responsibilities, they also confer regularly with each other. The [CASL Handbook](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20Assessment%20Handbook%20-%2001.28.19.pdf) explains that assessment of Institutional Learning Outcomes and the assessment of Program Learning Outcomes occur on five-year, staggered cycles to ensure manageability. While CASL facilitates the process, faculty throughout the College are heavily involved in creating assessment plans for specific outcomes, evaluating student learning, implementing improvement plans, and reassessing learning outcomes.

Governance

The College benefits from faculty’s integral role in shared governance. Per their [bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf) (Articles VI.B.2 and IX.C), full-time faculty are required to participate, and all adjunct faculty are strongly encouraged to participate and are compensated ([adjunct bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20AFO%20Bargaining%20Agreement%20%282017-2021%29.pdf), Article VIII.H).

Shared governance over academic policies and procedures is covered by Articles III.A.2 and III.A.3 of the [Faculty Organization Constitution](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Constitution.pdf). As evident in the [Faculty Senate standing committee rosters](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Senate%20Standing%20Committees%202018-2019.pdf), adjunct faculty hold elected positions on many committees, often participate as walk-on members, and are often involved at the department level. Adjunct faculty are members of the Faculty Organization, and some are elected to be voting members (Constitution, Articles II.B.1 and II.B.2).

Faculty are also involved in non-academic affairs. Article III.A lists some examples as well as specifications for faculty representation on relevant committees, task forces, and other working groups. The [Shared Leadership Structure](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CShared%20Leadership%20-%20Structure.pdf) depicts a more holistic view of faculty involvement. When the College adopted this structure in 2014, it dissolved the College Organization, which was a body of faculty and administrators. Standing committees were reclassified as belonging to the Faculty Senate or the College at large depending on the expertise required.

*3.C.2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.*

Need paragraph on dual credit at HFC. Rebecca will try to get. Lori and Rebecca will meet with HR on this section.

As discussed in subcomponent 3.C.1, both the full-time and the adjunct bargaining unit agreements provide the foundation for teaching qualifications, which are further specified by faculty in the discipline. Each school reviews and documents appropriate credentials by course [right? Need spreadsheets], and the Office of Human Resources maintains records of faculty credentials [evidence?]. Given the number and high turnover rate of adjunct faculty, a detailed [adjunct faculty credentialing process](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Credentialing%20Process.pdf) need updated evidence is especially important. While the number of courses taught in the high schools for dual high school and HFC credit is intentionally low, the College ensures that high school teachers of those courses meet HFC’s college-level teaching qualifications. evidence?

When HLC visited in 2015, the College had audited faculty credentials and determined that most faculty met or exceeded the minimum requirements. Those who didn’t were in the process of obtaining those credentials, or they were reassigned to courses for which they did have proper credentials. Full-time faculty (including those who needed recertification) could obtain financial support through contractual professional development provisions ([full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf), Articles XVI.C, XVI.D, and XVIII.A.4). An audit by Human Resources in \_\_\_ revealed that \_\_\_% of full-time faculty and \_\_\_% of adjunct faculty met or exceeded the minimum teaching credentials [documentation/evidence?].

*3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

Policies and procedures mandate timely, ongoing, and constructive evaluation of instructors’ teaching and participation in shared governance. (Also see subcomponent 3.A.3’s discussion of school policies for developing and evaluating online classes.)

Full-time Faculty

Article VI.B in the [full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf) explains how administrators and tenured faculty provide supportive evaluation of instructors on probation. During the four-year probationary period, full-time instructors are evaluated primarily on teaching performance in the first 2½ years, and then in the remaining 1½ years, they are also evaluated on their participation in governance. An administrator is required to evaluate classroom performance several times a year and write a formal evaluation, which is shared with the instructor, who may write a response for inclusion in his or her personnel file. The administrator is expected to give constructive criticism for teaching improvement throughout the probationary period. Probationary, full-time instructors, like tenured instructors, are also evaluated by students every semester. Finally, each area has a Peer Mentor Committee that consists of tenured faculty, who help probationary faculty acclimate to the College and who provide confidential evaluations and recommendations for improvement.

Tenured faculty are also evaluated on multiple levels: student class evaluations, peer reviews, and self-evaluations (full-time faculty bargaining agreement, Articles XIII.B.9, XVII.A.1, XVII.A.2, and XVII.B).

During the fall and winter semesters, students complete a [course evaluation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CLocal%201650%20-%20FT%20Faculty%20Course%20Evaluation%20Form.pdf) for each section. In on-campus and hybrid courses, those evaluations are completed in class, without the instructor present. In online classes, students complete an anonymous [online evaluation form](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CLocal%201650%20-%20Online%20Instruction%20Eval%20for%20FT%20Instructors.pdf), whose questions are similar but also include some that are specific to the online learning environment. Recently, concerns arose about the security of the online evaluation. It was taken offline for revision in the Fall 2018 semester. During Winter 2019, for enhanced security, it was administered through Google Forms instead of the Learning Management System. As honing of that process continues, the full-time faculty bargaining unit is also exploring whether to change to electronic class evaluations for on-campus and hybrid classes as well. Ease of data gathering and distribution will need to be evaluated alongside the possible effect on security and response rates.

Peer mentor committees are critical to the full-time instructor evaluation process. They review the results of the class evaluations, which are anonymously reported, and flag any instructors whose evaluations raise concerns. If an instructor is flagged for two successive semesters, his or her name is revealed to the committee, which works with the instructor on an improvement plan. Should that plan not produce the desired results or should the instructor choose not to participate, his or her name is forwarded to Administration with the recommendation that it conduct its own evaluation.

Non-classroom responsibilities, shared governance, and professional development are critical as well and undergo their own evaluation process. Biennially, faculty complete an extensive [self-evaluation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CLocal%201650%20-%20FT%20Faculty%20Self%20Evaluation%20Form.pdf), which is reviewed by the Peer Mentor Committee. Peer interventions with improvement plans occur as needed.

Adjunct Faculty

Performance is also systematically evaluated for probationary adjunct faculty and senior adjunct faculty.

During the probationary period (8 semesters or 3 years, whichever is longer; [adjunct faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20AFO%20Bargaining%20Agreement%20%282017-2021%29.pdf), Article XIII.B), adjunct faculty are evaluated by Administration in their fourth and seventh semester. Upon successful completion of probation, they achieve Senior Adjunct status.

The process for student evaluations of all adjunct faculty (on-campus and online) has undergone review and revision to make it more efficient and informative. Initially, the Office of Human Resources (HR) coordinated the distribution of the [evaluation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAdjunct%20Faculty%20Evaluation%20Form.pdf) in hard-copy and electronic formats and compiled the data for review by the Associate Deans, who then sent results to the faculty. When HR was no longer able to manage the process, the Academic Affairs Leadership Council and the adjunct faculty bargaining unit collaborated to create the Adjunct Evaluation Committee in October 2018. This committee of adjunct faculty, academic administrators, and HR staff assessed the process and identified several weaknesses: low response rates, questions that did not solicit valuable, actionable feedback, and a laborious, time-consuming procedure. The committee and the Office of Institutional Research and Reporting (IRR) created a [new online survey](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAdjunct%20Student%20Evaluation%20Survey%20%28Revised%29.pdf) and piloted it in December 2018. IRR sent a link for each course to each student’s College email as well as periodic reminders to the students. The results of this anonymous survey were compiled by IRR several weeks after grades had been submitted. The student response rate was 17%. Hoping to improve response rates, in the Winter 2019 semester, IRR emailed the survey links at multiple points in the semester, to align with 8-, 12-, and 15-week courses. Results are pending.

[evidence? Contract refers to “Adjunct Performance Evaluation Program and New Hire Mentor Programs” that were to be developed. I need that info to write this part.]

*3.C.4. The institution has process and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

As discussed in subcomponent 3.C.3, professional development factors into faculty performance evaluation. Instructors are expected to remain current in their disciplines and teaching theories and practices. The College provides ample financial and other types of support.

Disciplines that evolve quickly, such as those in career and technical programs, follow internal and external protocols. [Third-party accreditation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Program%20Accreditations.pdf), [advisory committees](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Advisory%20Committees%202018-19.pdf), and [internal program reviews](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CProgram%20Review%20Handbook%20%282018-2019%29.pdf) gauge the currency of instructor credentials and teaching effectiveness.

Continued education and certification may be funded by Perkins grants (see [award letters](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CPerkins%20-%20Local%20Annual%20Award%20Letters%20%282015-2019%29.pdf) and [project summaries](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CPerkins%20-%20Total%20Projects%20%282015-2019%29.pdf) for 2015-2019) for Career and Technical Programs and through provisions in the [full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf) (Articles XVI and XVIII.A) and [adjunct faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20AFO%20Bargaining%20Agreement%20%282017-2021%29.pdf) (Articles XVIII and XXXII). Financial assistance from the College includes reimbursement for conferences and tuition, for professional expenses such as professional organization membership dues, and for teaching-related computer hardware and software. Adjunct faculty receive compensation for attending internal professional development activities. See the faculty [conferences](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20FT%20Faculty%20Professional%20Dev.%20Conferences.pdf), [sabbaticals](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFT%20Faculty%20Sabbaticals.pdf), and [lectureship awards](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Senate%20-%20Faculty%20Lectureship%20Awards.pdf) as well as [memberships and offices](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Professional%20Engagement%20by%20School.pdf) held in professional organizations.

Internally, faculty-led opportunities for professional development abound.

Annually, Administration and the full-time faculty bargaining unit co-sponsor the Professional Issues Conference, facilitated by experts in the topics. Recent topics included Building an Affirming Campus Climate (2016), Accessibility and Universal Course Design (2017), Reading Apprenticeship (2018), and Student Success: Special Student Populations (2019).

The [Center for Teaching Excellence and Innovation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20About%20CTEI.pdf) (CTEI) acts as the hub of HFC’s professional development. Briefly, from 2014 to 2016, the CTEI was under administrative oversight, during which it certainly provided meaningful sessions. However, it was one step removed from faculty and thus did not maximize its potential to address faculty interests and needs. Under the leadership of a new Vice President of Academic Affairs, faculty reassumed their role as directors and reinvigorated the CTEI (see [2017-2018 Annual Report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCTEI%20-%202018%20Annual%20Report.pdf)). Collaborating with a faculty [Advisory Board](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Senate%20Standing%20Committees%202018-2019.pdf), the directors assess instructional needs and interests and plan events accordingly.

The CTEI has addressed many pedagogical topics, some discipline-specific and some more general. Offerings include single-session workshops, book discussion groups, mini-conferences led by nationally recognized experts in pedagogy (collaboration with University of Michigan—Dearborn has made these conferences especially fulfilling and affordable), and faculty learning communities. See [CTEI event examples](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCTEI%20-%20Event%20Examples.pdf), which also show collaboration among the CTEI, CASL, and Instructional Technology. One of the CTEI’s most important functions is orienting new faculty to the institution through HFC 101, which focuses on the cultures of HFC and the students it serves, policies and procedures at the College, and pedagogical techniques. It also creates a kind of learning community for the cohort of new faculty.

The CTEI’s online presence has grown significantly. The current directors maintain a [website](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20CTEI%20Happenings.pdf) that provides event calendars and descriptions, helpful tips and quick readings, and other resources, both internal and external. The CTEI also uses social media and apps such as Remind for publicity and communication.

Many departments offer discipline-specific professional development as well. For example, the Math Colloquium occurs several times a semester (see [Fall 2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMath%20-%20F18%20Colloquium%20Flier.pdf) and [Winter 2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMath%20-%20W19%20Colloquium%20Flier.pdf)), and the Physical Therapy, Pre-Education, and Ophthalmic programs hold annual conferences. Also, the Science Department has [science safety training](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Science%20Safety%20Training%20Records.pdf).

The [Instructional Technology Committee](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Senate%20Standing%20Committees%202018-2019.pdf) (ITC) is a Faculty Senate standing committee that promotes use of technology to improve student learning. Its membership consists of both faculty and e-Learning support staff and administrators. Since the last HLC visit, the ITC’s major initiatives have included documenting school policies and procedures for creating and teaching online courses (see subcomponent 3.A.3) and developing a course to qualify faculty to be online instructors. The latter has been slowed by changes in the organizational structure. Under the administration of the former Teaching and Learning Services department, the ITC worked on creating an in-house Preparing to Teach Online (PTTO) course, which became unwieldy ([September 2018 minutes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Minutes%20-%2009.25.18.pdf)). This department was dissolved and replaced by the Academic Services Department, which provides much more effective leadership on e-learning initiatives. The e-Instructional Designers now report to the [e-Learning Manager](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Job%20Description%20-%20e-Learning%20Manager.pdf) and the [Director of Academic Services](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Job%20Description%20-%20Director%2C%20Office%20of%20Academic%20Affairs.pdf), who are developing a more coherent training plan ([March 2019 minutes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Minutes%20-%2003.26.19.pdf)). Furthermore, three full-time instructors and members of the ITC researched and evaluated existing products for training to teach online, and they user-tested a [course](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CETOM%20Online%20Teaching%20Certification.pdf) provided by Education Technology Organization of Michigan (ETOM) and Michigan Colleges Online. Ultimately, the ITC determined that creating its own course using the College’s Learning Management System (LMS) would be more efficient, effective, and affordable (see [PTTO Proposal](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Preparing%20to%20Teach%20Online%20Proposal%20-%2003.13.19.pdf) and [ETOM Online Certificate Pros and Cons](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%2003.2019%20ETOM%20Online%20Certification%20Pros%20and%20Cons.pdf)). A subcommittee of the ITC prepared this course (see [syllabus](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnglish%20-%20Preparing%20to%20Teach%20Online.pdf)), which will launch Fall 2019. Also, to supplement in-person trainings on using the LMS, online modules now also exist on demand for novices and for experienced users who would like to review or expand their skills.

Since 2015, Federal accessibility standards for online learning and electronically shared content have become a new, major focus requiring extensive faculty training. The Academic Services Department (formerly Teaching and Learning Services) has been developing and offering online and in-person faculty training and documentation on the importance of accessibility and strategies for achieving it. See, for example, [Instructional Technology Accessibility Support](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Accessibility%20Support.pdf) and checklists and instructions for [accessibility in the Moodle LMS](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Moodle%20Accessibility%20Checklist.pdf) (including multi-media accessibility), in Microsoft [Word](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Word%20O365%20Accessibility%20Handout.pdf), and in Microsoft [PowerPoint](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20PowerPoint%20O365%20Accessibility%20Handout.pdf). Faculty have also trained through external resources. In the winter 2018 semester, several faculty joined e-learning support staff in taking a four-week course: the [Accessibility MOOC: Inclusive Online Course Design](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAccessibility%20MOOC%20Inclusive%20Online%20Course%20Design.pdf).

The College recognizes the scope and complexity of complying with the accessibility requirements established by the Department of Education. Therefore, in-person accessibility training through e-learning has been replaced with online training modules that were created by HFC’s Web Accessibility Manager. They include an introduction to accessibility/accessibility policy, creating accessible Word, PowerPoint, and Excel files, converting files to PDF, creating PDF Forms, and Advanced Word and PDFs. Additional topics are under development. Accessibility training is required of all instructors and administrators (see [notification](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%202019%20Mandated%20Accessibility%20Training%20Email.pdf)).

*3.C.5. Instructors are accessible for student inquiry.*

The College understands how important faculty-student interaction is to student retention and success and thus ensures that faculty are accessible. In addition to the relatively small classes, non-classroom options support student inquiry.

Full-time faculty hold weekly drop-in office hours ([bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf), Article IX.B), which are announced in syllabi and posted on office doors, and meet with students outside of office hours by appointment. While adjunct faculty are not required to hold office hours, their [bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20AFO%20Bargaining%20Agreement%20%282017-2021%29.pdf) mandates that resources exist for them to meet with students (Article VI.D), and their contractual responsibilities include availability for student consultation (Article VII). Some courses, such as [English 093—Preparation for College Writing](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20ENG-093%20Prep%20for%20College%20Writing%20CM.pdf) and [English 131—Introduction to College Writing](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20ENG%20131%20Intro%20to%20College%20Writing%20CM.pdf), require or strongly encourage one-on-one student conferences as well.

Online learning increases the need for contact options for students off campus. The online directory and course syllabi give email addresses and phone numbers as well as office locations. For security, dependability, and efficiency, faculty and students use their HFC email accounts for College correspondence. Email, chat, discussion forums, and other instructor feedback tools in the LMS (Moodle) also facilitate faculty-student communication. Many instructors hold virtual office hours.

*3.C.6. Staff members providing students support services, such as tutoring, financial aid advising and academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.*

The qualifications of student support services personnel match the diversity of students’ needs. The Career Services Officer and the Athletic Director have master’s degrees and belong to the [full-time faculty bargaining unit](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf).

Counseling and Advising

Counseling’s [Bridges and Support presentation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCounseling%20-%20Bridges%20and%20Support%20Presentation.pdf) explains the need for licensed Counselors, Academic Advisors, and Student Success Navigators.

Well-qualified full- and part-time [Counselors](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Counseling%20Services.pdf) provide personal, career, and academic support to students individually and through workshops and seminars. All full-time and part-time Counselors must have a minimum of a master’s degree in counseling, psychology, social work, or related area, must be Licensed Professional Counselors (LPCs) through the State of Michigan, and must have three years of experience, including teaching in higher education. One exception is a Limited Licensed Professional Counselor supervising the [Inside Track Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Inside%20Track%20Mentoring%20Program.pdf).

[Academic Advisors and Student Success Navigators](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Academic%20Advisors%20and%20Student%20Navigators.pdf) help students with course placement, scheduling, planning, graduation, and transfer. The minimum qualification is a bachelor’s degree; currently, all have master’s degrees. Advisors’ and Student Navigators’ degree concentrations vary, giving them expertise in the programs of study they are assigned to and enabling them to provide more helpful support to students.

Counselors’ and Advisors’ professional development is frequent and comprehensive. [State, regional, and national conferences](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCounseling%20%26%20Advising%20-%20Professional%20Development.pdf) attended include those sponsored by the American Counseling Association (ACA), Association of Title IX Administrators (ATIXA), the Michigan Community College Student Services Association (MCCSSA), Michigan College Personnel Association (MCPA), American School Counselor Association (ASCA), Michigan Occupational Special Populations Association (MOSPA), and National Academic Advising Association (NACADA). Also, Counselors and Advisors receive cross-functional training with other student support areas and collaborate with faculty, Associate Deans, and Deans to stay current with course and program updates and changes.

Student Activities

The [Office of Student Activities](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Student%20Activities%20Office.pdf) is staffed by well-qualified professionals, who organize and supervise student clubs and activities and who facilitate initiatives such as voter registration drives and volunteerism. These co-curricular opportunities aid in student retention and supplement formal academic instruction, helping students build leadership, communication, and organizational skills. The Student Activities Officer, a full-time faculty member, holds a master’s degree. A full-time Student Activities Associate and a full-time Department Secretary complete the staff.

Continuous training guarantees that Student Activities personnel serve students well. For example, they take online training modules on topics such as diversity on the job, FERPA, and campus security. Staff participate in Student Affairs training on effective customer service, communication skills, and Title IX. Other presentations and workshops have focused on active shooter training, unconscious bias, and mental health.

The Student Activities Officer’s professional development is, of course, even more extensive and includes on-campus, state, and national conferences. On campus, for example, she participated in a conference on human trafficking, and she attended mini-conferences on building affirming campus and classroom environments, universal design for learning, and assessment of student learning, which contributed to development and assessment of co-curricular learning outcomes (see subcomponent 4.B.2).

Tutors

Three [types of tutors](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Tutoring%20Program%20-%20Learning%20Lab.pdf) assist students across the disciplines: Peer Tutors, Professional Tutors, and Faculty Tutors. Their qualifications are consistent with the type of tutoring they provide. Faculty Tutors meet the same qualifications as faculty in the classroom (see subcomponent 3.C.2). [Professional Tutors](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Learning%20Lab%20Professional%20Tutor%20-%20Job%20Description.pdf) must have at least a bachelor’s degree in the tutoring discipline or a bachelor’s degree with coursework in an associated field; for career and technical programs, an associate degree in the field may be considered. Peer Tutors (see, for example, [Physics Peer Tutor](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Learning%20Lab%20Peer%20Tutor%20-%20Job%20Description.pdf)) must demonstrate proficiency in the subject matter and strong interpersonal skills and must be recommended by faculty. Furthermore, the Learning Lab is pursuing International Tutor Training Program Certification through the College Reading and Learning Association.

Training and professional development opportunities vary. New Peer Tutors are trained in person by full-time Learning Lab faculty and meet regularly with Learning Lab faculty for professional development. In Fall 2018, Peer Tutors became eligible to participate in an annual conference hosted by the Michigan Tutorial Association. While Professional Tutors don’t receive ongoing professional development through the College, they are oriented to the Learning Lab by faculty and receive a handbook. Full-time Faculty Tutors are similarly oriented; also, their professional development is supported by the [full-time faculty bargaining agreement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHR%20-%20Local%201650%20Bargaining%20Agreement%20%282016-2021%29.pdf) (Article XVI).

Debbie & Susan S will check to see if anything should be added to better reflect Health Careers in evidence

Financial Aid

Financial aid administrators and staff are highly qualified.

The Financial Aid staff consists of eight administrators and 11 support staff members with appropriate expertise.

* The Executive Director is a Certified Public Accountant and has a BBA with a major in Accounting and a minor in Business Computer Systems and an MBA with a concentration in Taxation. He has also completed comprehensive exams toward an EdD in Higher Education Leadership.
* The Assistant Director has a BA and an MA.
* The Financial Aid Managers (including the Financial Aid Specialists) have a minimum of a bachelor’s degree and three years of financial aid experience, while the Financial Aid Associates have a minimum of an associate degree and one year of financial aid experience.

Ongoing training is extensive. The Support Staff Association has an incentive program for employees who participate in at least 8 hours of training for 2018-2019 academic year and 12 hours of training for the 2019-2020 academic year. Financial aid support staff members average 20-25 training hours annually. Administrators also participate in at least 12 hours of annual professional development.

Professional development opportunities for administrators and support staff members follow:

Conferences

* Federal Student Aid Conference (FSA) and National Association of Student Financial Aid Administrators (NASFAA). The Office of Financial Aid annually sends at least one administrator to each of these national conferences to gain new/updated information regarding federal regulations.
* Michigan Student Financial Aid Association (MSFAA). When distance and cost allow, both administrators and support staff are invited to attend MSFAA. MSFAA is the state organizational branch of NASFAA. Support staff are also invited to attend an annual, one-day support staff workshop conducted by the MSFAA.
* Ellucian Live. The Executive Director and, some years, an administrator, will attend this conference annually to remain updated on information related to systems management.

Webinars

* NASFAA Training. The Financial Aid Office subscribes to a package that includes 18 webinars throughout the year, in which all staff are invited to participate.

Financial Aid Office Staff Meetings

* Verification
* Spring/Summer Processing
* Program Specific Information (Detroit Promise, Americorps, Dependency Overrides, etc.)
* Troubleshooting Title IV Credits
* Courses in a Program of Study

Student Affairs

Student Affairs staff are encouraged to participate in many of events, including the following:

General Professional Development

* Academic Affairs/Student Affairs/Financial Services Summit
* Safety Training
* Institutional Research Data
* Departmental Information Sharing
* Enrollment Debrief
* Customer Service
* Active Listening and Effective Communication
* Time Management
* Cultural Competency
* Weekly Student Services Training

College-Sponsored Training

* Active Shooter Training
* Safe@HFC Ally Training
* Human Sex Trafficking

*3.D. The institution provides support for student learning and effective teaching.*

*3.D.1. The institution provides student support services suited to the needs of its student populations.*

The College effectively serves its diverse student body. [throughout this section, are there data we can cite to prove the effectiveness of these resources?]

The Counseling and Advising departments help students negotiate the academic environment and handle personal needs. To provide the most efficient and cost-effective support, several layers of expertise exist. As noted in subcomponent 3.C.6, Counselors have more advanced credentials than Advisors and Student Success Navigators. Thus, [Counselors](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Counseling%20Services.pdf) provide support for students’ personal needs and referrals. Counselors also may play the same roles as [Academic Advisors and Student Success Navigators](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Academic%20Advisors%20and%20Student%20Navigators.pdf). Advisors’ and Navigators’ academic training and experience determine which programs and students they work with. Students may use the advising and counseling services in person on a drop-in or appointment basis. [Student Outreach and Support](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Student%20Outreach%20%26%20Support%20%28SOS%29.pdf) connects students with community resources and provides emergency financial assistance through the Book Loan program, Perkins grants, and the Emergency Fund, which consists of donations by faculty, staff, and community organizations as well as proceeds from HFC’s annual Women’s Recognition Luncheon. Are any eval/changes in advising we should include?

Some counseling and advising targets specific student populations. As a gold-level veteran friendly school, the College supports the [Office of Veterans Services](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20HFC%20Veterans%20Services.pdf) in providing guidance and resources for veterans, military service members, and their dependents. Veterans are also eligible for priority registration. [Assisted Learning Services](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Assisted%20Learning%20Services.pdf) (ALS) makes education accessible to students with documented special needs by providing assistive technologies, adaptive testing, and alternate format of class materials and by proctoring tests for students who need extra time, readers, or other assistance. ALS may also advise faculty on students’ conditions and needs. Student athletes receive special support. The [Athletics Student Handbooks for 2016-2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAthletics%20-%202016-17%20Student%20Handbook.pdf) and [2018-2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAthletics%20-%202018%20Student%20Handbook.pdf) cover practical concerns (such as policies and schedules), academic assistance options, and even interpersonal growth. Athletes also benefit from the [Challenging Athletes’ Mindset for Personal Success (CHAMPS) Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAthletics%20-%20CHAMPS%20Overview.pdf). As reflected in the [CHAMPS newsletters for 2017-2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAthletics%20-%202017-18%20CHAMPS%20Newsletters.pdf) and [2018-2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAthletics%20-%202018-19%20CHAMPS%20Newsletters.pdf), this program promotes support services and special events to enhance the academic success of athletes and their college experience overall.

Sometimes the best student support comes from peers. In the [Inside Track Mentoring Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Inside%20Track%20Mentoring%20Program.pdf), seasoned, successful HFC students mentor new students making the transition to college life (see [Peer Mentoring Handbook](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CInside%20Track%20-%20Peer%20Mentoring%20Handbook.pdf)). The [Spring 2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CInside%20Track%20-%20Spring%202019%20Newsletter.pdf) newsletter not only describes the program overall but also highlights ways in which it has evolved since its founding 10 years ago.

Financial support comes in various forms. In addition to federal financial aid, Pell grants, and SOS’s Emergency Fund, the Foundation oversees a myriad of [scholarships and a user-friendly application process](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Foundation%20Scholarships.pdf). The [Career Services Office](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Career%20Services%20Mission.pdf) connects students to employment opportunities and helps them prepare. It has [job fairs and recruiting events](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Career%20Services%20Job%20Fairs%20and%20Recruiting.pdf), some generic and some field-specific, as well as tools for [exploring potential careers](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Career%20Services%20Explore%20Career%20Fields.pdf), and [coaching on application materials, appropriate dress, and interview strategies](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Career%20Services%20Job%20Preparation.pdf). See the [2015-2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCareer%20Services%20-%202015-16%20Annual%20Report.pdf), [2016-2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCareer%20Services%20-%202016-17%20Office%20Annual%20Report.pdf), [2017-2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCareer%20Services%20-%202017-18%20Office%20Annual%20Report.pdf), and [2018-2019 annual reports](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCareer%20Services%20-%202018-19%20Office%20Report.pdf). HFC Career Services also partnered with the University of Michigan—Ann Arbor’s LSA Opportunity Hub on a [workshop](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCareer%20Services%20-%20UM%20Liberal%20Arts%20Job%20Hub.pdf) on career opportunities for students with degrees in the Liberal Arts.

Also, HFC is one of five community colleges participating in the Detroit Promise Path added website overview to drop 9/17 (DPP), which is a year-round program that combines financial incentives with student support services (coaches who meet regularly with students) to increase access and success of Detroit’s underserved population. (See [Interim Findings from the Detroit Promise Path Evaluation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CDetroit%20Promise%20Path%20Interim%20Findings%20%283D1%29.pdf), p. 2, for a summary of its major components.) Initial findings illustrate this program’s effectiveness. HFC’s DPP has the most coaches (three) and students (600) of all of the Michigan community colleges. The impact on persistence and full-time enrollment in the second semester are statistically significant, and student participation and satisfaction were high. While second-year results appear to be weaker, limited data make it premature to draw conclusions. Check w Lorraine P. to see if there are stats directly related to HFC

The College is making headway on providing more wrap-around services. A DPP Campus Coach supervises a small caseload of students, providing them with personal and academic support. HFC’s [International Student Services Office](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20International%20Student%20Services.pdf) assists students with F-1 visas, and the [Cultural Friendship Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Cultural%20Friendship%20Program.pdf) pairs international students with HFC students, staff, and faculty from the United States. The [Hawks’ Nest Food Pantry](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMarketing%20-%20Hawk%27s%20Nest%20Press%20Release.pdf) begins to address food insecurity, as does the [Black Male and QUEENS Focus Group](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBlack%20Males%20%26%20QUEENS%20Focus%20Group%20Activities.pdf) (BMQFG), which also serves as an academic and social support network. SAFE@HFC educates the community on LGBTQ+ issues, provides a cohort of trained LGBTQ+ Allies, and connects students to socioeconomic resources. A spinoff of [SAFE@HFC](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20SAFE%20%40%20HFC.pdf) is the Sexuality and Gender Acceptance Club (SAGA), which is a faculty-sponsored student club. The College has also negotiated tuition discounts for HFC students at several child care and early education programs in the area. A recently formed Faculty Senate standing committee, the [Student Support Committee](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Support%20Comm.%20-%20Charge%20and%20Membership.pdf), is working on additional wrap-around services for students.

In 2018, Academic Affairs proposed a team to be co-sponsored by the Faculty Senate and the Academic Council and [charged](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAcad.%20Affairs%20-%20Improving%20Acad.%20Success%20for%20Students%20of%20Color%20Initiative.pdf) with recommending ways to improve the academic success of students of color. By building on smaller projects such as the BMQFG and the [African-American Male Student Retention Initiative](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5C2018%20African%20American%20Male%20Retention%20Report.pdf) and streamlining resources, the College aims to serve more students in a more sustainable way. The team summarized its work in its [presentation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CImproving%20Success%20for%20Students%20of%20Color%20Presentation.pdf) in April 2019 to Cabinet.

To accommodate students who find it difficult or impossible to come to campus, the College offers online services as well. For example, [HFC Self-Service](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Student%20Portal%20Screen%20Shot.pdf) provides an interactive online evaluation of students’ progress toward a certificate or degree and has student planning tools, and the log-in screen of the LMS (Moodle) contains links to support services. [NetTutor](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Tutoring%20-%20NetTutor%20Pilot%20Letter.pdf) offers free, online tutoring 24/7. [Career Focus 2](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Affairs%20-%20VP%20Student%20Affairs%20Memo%20-%20Career%20Focus%202.pdf) is a self-paced career and education planning tool. The library experimented with various methods of providing e-support to students (see [2017-2018 Annual Report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEshleman%20Library%20-%20Annual%20Report%20%282017-2018%29.pdf)); after finding that the 24/7 Michigan Virtual Reference Collaborative’s “Reference Help Now” was underused by HFC students and cost-prohibitive, the library added an email feature for students that promises an answer from an HFC librarian within 24 hours.

*3.D.2. The institution provides 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.*

Students receive strong academic support from HFC’s orientation program (Student Orientation, Advising, and Registration (SOAR)), its course placement, registration, and advising processes, and its tutoring services and special programs.

With very few exceptions, [orientation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Student%20Orientation.pdf) is mandatory for new students and is customized to fit the needs of specific groups. Special orientation programs exist for parents and veterans, and an online orientation is being developed specifically for dual enrollment students. The [report on orientation and new student engagement (ONSE)](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnrollment%20Services%20-%20New%20Student%20Orientation%20Report.pdf) documents the College’s impressive gains on this front and reveals its commitment to continuous improvement. The [orientation](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnrollment%20Services%20-%202019%20New%20Student%20Orientation%20Presentation.pdf)  is interactive and comprehensive. It introduces students to College expectations, policies, procedures, resources, and activities; payment, financial aid, and registration options; and tips for success. In June 2018, Student Ambassadors joined the orientation team to connect more effectively with new students.

English Language Learners (ELLs) usually face even bigger challenges, which the [English Language Institute](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20English%20Language%20Institute.pdf) (ELI) addresses. A member of the American Association of Intensive English Programs, the ELI offers convenient, affordable classes (credit and non-credit) in reading, writing, speaking, listening, and American culture as well as classes on Test of English as a Foreign Language (TOEFL) preparation. Its [mission](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20ELI%20Mission%20and%20Goals.pdf) is to help ELLs develop the knowledge and skills needed to succeed academically and to flourish in their work and in their community. Its [curriculum](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Taking%20ELI%20classes.pdf) enables students to transition into college classes.

Enrollment Services’ [Seven Steps to Enroll](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEnrollment%20Services%20-%207%20Steps%20to%20Enroll.pdf) (which is itself being assessed and adjusted for different groups of students) focuses in part on proper course placement to enable student success. Multiple measures are used to determine placement. [Placement tests](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Course%20Placement%20Testing.pdf) proctored by the College include Accuplacer and the English as a Second Language (ESL) course placement test, CaMLA. Students may also use external testing scores, such as the ACT and SAT. [Placement scores](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%20Course%20Placement%20Cut-Scores%2001.2019.pdf) are established for English, Reading, Math, and Chemistry. See also [CLEP](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20College%20Level%20Examination%20Program%20%28CLEP%29.pdf) and [Advanced Placement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Advanced%20Placement.pdf) scores for other areas in addition to English and Math. Since HLC’s 2015 visit, the Math Department added International Baccalaureate results as a means of placement, and it began factoring high school GPAs into Accuplacer test results (a GPA of 3.0 or higher increases the Accuplacer score by 10%).

Support persists after orientation and guides students right up through graduation (see also subcomponents 3.D.1 and 3.D.3). [Academic Advisors and Student Navigators](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Academic%20Advisors%20and%20Student%20Navigators.pdf) help students choose programs consistent with their academic and career goals and help students determine course sequencing from semester to semester. Through the Career Services Office, undecided students can take personal inventories to help them choose a career and program path and can access information on career fields online; the office also published [Career Planner](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCareer%20Services%20-%20Career%20Planner.pdf), which is a comprehensive guide, from setting goals to applying for and choosing a job.

HFC’s participation in [Guided Pathways](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CGuided%20Pathways%20-%20Planning%20Template.pdf) has resulted in critical changes for students (see too [Board Report 4247](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBOT%20-%20Report%20-%2001.19.16.pdf), [4266](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBOT%20-%20Report%20-%2003.21.16.pdf), and [4301](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBOT%20-%20Report%20-%2009.19.16.pdf)). As detailed in the [2017 self-assessment report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CGuided%20Pathways%20-%202017%20Self-Assessment.pdf), through this project, the College evaluated and improved students’ access to program and course information, and it created a more coherent set of tools for students to create a plan for achieving their academic goals. Some of the curricular and orientation developments are discussed below. Guided Pathways’ complexity increased when alignment with the MTA became a factor. Since 2017, the Michigan Guided Pathways Project’s focus has shifted to redesign of academic advising. [More info from Daniel on this?]

Because acclimating to the college culture can be challenging and can greatly affect student performance, [College 101—College Success](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCollege%20101%20Syllabus.pdf) is mandatory for Early College students and strongly recommended for dual enrollment and first-time college students. This course builds upon the topics in orientation and delves into the tools for college success, including time management, organization, communication, and planning skills.

Like other open-enrollment institutions, HFC welcomes and supports students who need to develop reading, writing, and math skills for college-level work. Several approaches exist.

To improve student persistence and success, the Redesign Mathematics Project was developed by faculty to provide students with a modular, self-paced, computer-mediated format for developmental work (see [report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMath%20-%20Redesign%20Project%20Preliminary%20Report.pdf)). Taught in a computer classroom, this format combines many instructional methods. Each module is mastery-based and includes online content from a publisher, videos, homework assignments, concept checks, quizzes, and exit exam. Pre-tests enable students to place out of modules. In class, students work individually and get one-on-one help from instructors and tutors. Over time, faculty determined that this approach did not serve all students equally well and that some students needed more guidance. Now students placing into Pre-Algebra begin in a traditional class setting so that instructors can assess whether the redesigned or the traditional approach fits each student better. After three weeks, instructors place students appropriately. Most recently, classes have been assigned a counselor to help students navigate the College environment as well.

In April 2017, HFC entered into an [agreement with Dearborn Public Schools](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CMath%20-%20DPS%20Math%20Placement%20Signed%20MOU.pdf) to reduce the number of students who would need to take developmental Mathematics courses. Through this agreement, students who meet certain standards of completion of the Dearborn High School College Concepts Math course may waive the MATH 080 (Beginning Algebra) requirement for college-level Mathematics courses. Importantly, the curriculum for College Concepts Math must be reviewed and approved by HFC Mathematics faculty.

As another alternative to remedial classes, the Mathematics Department offers “co-requisite” classes for MATH 110—Intermediate Algebra ([MATH—010](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20MATH-010%20Algebra%20Skills%20Review%20CM.pdf)), MATH 131—Quantitative Literacy ([MATH-031](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20MATH-031%20Quantitative%20Reasoning%20Skills%20Review%20CM.pdf)), and MATH 141—Elementary Statistics ([MATH-041](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20MATH-041%20Intro.%20to%20Statistics%20Skills%20Review%20CM.pdf)) (see [HFC News article](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%20A%20Different%20Path%20from%20Remedial%20Math.pdf)). These co-requisites are scheduled back to back with the college-level sections so that instructors can quickly identify and address confusion or gaps in the students’ learning, and students gain support from the learning community that develops.

English’s [Accelerated Learning Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCommunications%20-%20ALP%20Info%20Sheet.pdf) (ALP) is similar. Students co-enroll in developmental English and the first-semester college-level English class (English 131), taking them in a 6-credit-hour block. The developmental section, which is smaller, supports learning in the English 131 section and addresses non-cognitive learning challenges.

Adapting curricula to students’ needs, of course, occurs in non-developmental courses as well. A prime example is BAC 131—Introduction to Financial Accounting. Because of unacceptable drop, failing, withdrawal, and incomplete rates (which then prevented students from progressing toward degrees such as the Bachelor’s in Culinary Arts), the instructor sought ways to maintain the course’s rigor while also improving its success rates. Using the Competency-Based Education method (see [syllabus](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBEPD%20-%20BAC%20131%20Intro%20to%20Financial%20Accounting%20Syllabus.pdf) for full description), students work at their own pace through each chapter and must pass a test on it before proceeding to the next. Class meetings involve students working independently as well as instructors providing “just in time” one-on-one and group help. Students who are unable to complete the course may enroll again and pick up where they left off. The result is a dramatic decrease in rates of drops, failures, withdrawal, and incomplete rates (from 25-30% to 10-20%) and higher grades.

Students transitioning into online learning face special needs, which the Office of Academic Services is addressing, in collaboration with the Faculty Senate’s Instructional Technology Committee (ITC). As was true before, from the [online learning webpage](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Online%20Learning.pdf) and from the log-in screen of the Moodle LMS, students may take a self-assessment, “[Is online learning for me?](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Is%20Online%20Learning%20for%20Me.pdf)” Acting as a self-placement tool, this [interactive quiz](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Online%20Learning%20Preparedness%20Quiz.pdf) is supplemented by critical information about expectations and processes for online learning, necessary skills and technology, and support. While these resources are useful, they are also generic. For quite some time, subcommittees of the Instructional Technology Committee have been working on an orientation better suited to HFC’s students and technology, one that would be substantive but not too time-consuming or expensive. Pre-existing products were evaluated but deemed inadequate or inappropriate (see [February 2019 minutes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Minutes%20-%2002.26.19.pdf)). As the ITC worked on developing an in-house orientation to online learning, some roadblocks hindered progress. They included disagreement over the scope and length of the orientation and accessibility concerns (see [April 2018 minutes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Minutes%20-%2004.24.18.pdf)), as well as changes in leadership. Now, under the leadership of the Director of Academic Services and the e-Learning Manager, faculty are making substantial progress and aim to implement the orientation to online learning in Fall 2019.

Analyzing how well students manage the online learning environment is important for directing them into programs and courses for which they are prepared. Both a Faculty Senate task force and the cross-functional Online Steering Committee engaged in such analysis in 2015 and 2016 (see the [Senate Task Force report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Learning%20-%20Senate%20Task%20Force%202015%20Report.pdf) and the [Online Steering Committee report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Learning%20-%20Steering%20Committee%202016%20Final%20Report.pdf)). More recently, a [Research Brief](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIR%20-%20Online%20vs.%20Lecture%20Research%20Brief%20-%2010.2018.pdf) published by the Office of Institutional Research and Reporting in October 2018 contrasted outcomes of 100% online courses and 100% “lecture” (i.e., on-campus) courses. While more in-depth research is still needed, the results suggest that the course delivery method has no significant impact on student achievement. However, online retention rates are lower, as is typical nationwide. The orientation to online learning should improve student retention and success. The College is also making progress in supplementing on-campus support with online support (for example, [NetTutor](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Tutoring%20-%20NetTutor%20%282017%29.pdf), whose [pilot](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5COnline%20Tutoring%20-%20NetTutor%20Pilot%20Letter.pdf) was announced in 2018).

Students at all stages of their education are supported as well by the [Learning Lab](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20HFC%20Learning%20Lab.pdf) (see [2015-2018 usage](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CLearning%20Lab%20-%20Usage%20Data.pdf)) and the [Writing Center](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Writing%20Center.pdf). The first of what will become a biannual [Learning Lab newsletter](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CLearning%20Lab%20-%20WI%2719%20Newsletter.pdf) provides an overview of tutoring services, test preparation support, and other unique learning resources, such as anatomical models for Anatomy and Physiology. The Writing Center opened quite recently, in Winter 2018, with immediate success (see the [Winter 2018 report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWriting%20Center%20-%20Inaugural%20Report%20-%2004.06.18.pdf)). It focuses holistically on writing and on adapting writing to fit diverse contexts, from class-assigned papers to scholarship applications and more, and it has served HFC students, high school students, faculty, and even community members. The [Spring 2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWriting%20Center%20-%20SP%2718%20Report.pdf) and [Fall 2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWriting%20Center%20-%20FA%2718%20Report.pdf) reports, and [Winter 2019 newsletter](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWriting%20Center%20-%20Newsletter%20May%202019.pdf) document increased use of the Writing Center, users’ satisfaction with it, and plans for promoting it.

*3.D.3. The institution provides academic advising suited to its programs and the needs of its students.*

Academic advising supports both general education and program-specific learning. Subcomponent 3.D.2 emphasizes the role of counseling and advising especially for students beginning their college journey. As students proceed, program-specific advising becomes more important for efficient, cost-effective program completion. Underscoring this need are new Federal regulations restricting financial aid to courses pertaining to a student’s program.

Both [Academic Advisors and Student Success Navigators](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Academic%20Advisors%20and%20Student%20Navigators.pdf) specialize in the area of study to which they are assigned. Academic Advisors focus on helping students map out their course selections and manage financial aid. The Student Success Navigator position was created in 2016 as part of HFC’s [Guided Pathways Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CGuided%20Pathways%20-%20Flyer%20-%20Steering%20Committee%20Information.pdf). Navigators assist prospective students and current students, from pre-enrollment through graduation. Working closely with Academic Advisors, Counselors, Enrollment Services, and faculty chairs, Navigators mentor students to use other campus resources and to engage in the college environment beyond academics. Originally, HFC sought to have one full-time Navigator for each “meta-major” (a collection of programs that have similar foundational skills) but was limited by funding. Currently, three full-time Navigators are embedded in Health Careers, Nursing, and STEM, and one part-time Navigator serves Business, Culinary Arts, and Computer Technology. Students also receive advising through faculty within their programs.

As discussed in subcomponents 3.C.6 and 3.D.1, a major strength of the College’s academic advising is how a variety of resources supplement and reinforce each other to provide comprehensive support.

*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).*

The College is committed to providing the complex infrastructure and resources needed to support its career, technical, and liberal arts programs. Infrastructure projects are driven by the [Strategic Plan’s](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Strategic%20Plan%202016-2020.pdf) goals to “increase students’ success and engagement to better prepare them for work, civic participation, and lifelong learning” and to “achieve and sustain enrollment that ensures high-quality outcomes that meet the needs of students and industry.”

The [Facilities Capital Outlay Plans for 2016-2020](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFacilities%20-%20Capital%20Outlay%20Plan%20%282015-2020%29.pdf), [2017-2021](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFacilities%20-%20Capital%20Outlay%20Plan%20%282017-2021%29.pdf), [2018-2022](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFacilities%20-%20Capital%20Outlay%20Plan%20%282018-2022%29.pdf), and [2019-2023](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFacilities%20-%20Capital%20Outlay%20Plan%20%282019-2023%29.pdf) contain in-depth analyses of existing and forthcoming instructional programming as it relates to infrastructure and other resource needs. They include the following: creation of the Henry Ford College Entrepreneur and Innovation Institute/Technology Building Renovation and Addition project to support programs that embed “innovation, entrepreneurship, and small business skills development into lab spaces” and convert “low-utilization, single-function spaces into adaptable, integrated labs and classrooms to support student-led, instructor-assisted curricula” ([2018-2022 plan](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFacilities%20-%20Capital%20Outlay%20Plan%20%282018-2022%29.pdf)).

Hands-on learning resources exist for non-trades career programs as well. For example, in the Student Center, the Culinary Arts and Hospitality Management programs have an authentic practice space, the student-run 5101 Restaurant, which is open to the public. All Health Careers programs have labs. The Nursing Program has three [practice skills labs and three simulation labs](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Nursing%20Practice%20Skills%20and%20Simulation%20Labs.pdf). The Surgical Technology and Respiratory Therapy labs have been recently updated.

External partnerships facilitate effective teaching and learning especially in the career and technical fields. For example, in the [DTE and Power Trades Pathways Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Power%20and%20Trades%20Pathways%20Program.pdf), DTE Energy and HFC have teamed up to train students for several skilled trades careers in the energy industry. Within one year, students may qualify to enter a paid apprentice program in this high-demand field. They also may pursue stackable credentials. [Board Report 4417](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBOT%20-%20Report%20-%2002.19.18.pdf) describes the evolution of this program. As another example, the Nursing Program places students in major clinical areas so that students rotate through a variety of [clinical sites](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Nursing%20Clinical%20Facilities%20Sites.pdf). Replace with list of all sites by program, to come from Cyndi

Up-to-date, innovative instructional technology is critical and is supported by the College operating budget (see criterion 5), the Technology Investment Fund (TIF), and Perkins grants. Students pay a technology investment fee of $4 per credit hour, $1.50 of which goes into TIF to fund special projects proposed by faculty, and the balance is used to support campus-wide improvements to the technological infrastructure. As shown in the [TIF application form](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CTIF%20-%20Application%20Form.pdf), the [Technology Investment Committee](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Senate%20Standing%20Committees%202018-2019.pdf) (TIC) evaluates submissions for their potential to improve student learning and for feasibility. To ensure consistency with the College’s overall planning, they must also be submitted as part of the school’s operational plan. The TIC recommends projects to the President, who forwards those approved to the Board of Trustees for final approval. Recipients of TIF also present final reports on their projects’ outcomes; this step not only reinforces accountability but also shares information for the benefit other faculty. The [summary of TIF projects](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20TIF%202010-2018%20Projects%20Summary.pdf) reveals their scope. Many of the [Perkins Grants for 2015-2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CPerkins%20-%20Total%20Projects%20%282015-2019%29.pdf) also fund instructional technology in the Career and Technical fields and follow the [Perkins Accountability requirements](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Perkins%20Accountability.pdf).

Keeping classroom technology up-to-date requires careful planning. The [2013-2018 Technology Plan](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20-%202013-18%20Technology%20Plan.pdf) proposes a strategy for maintaining and updating instructional technology given budgetary constraints. Execution of this plan is tracked in a comprehensive [spreadsheet](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%202017%20Classroom%20Technology%20Inventory%20Planning.pdf). Revisit this paragraph—Lori looking for updated doc/tracking; Cristina and Vicky working on it

Planning includes input from several [Faculty Senate standing committees](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CFaculty%20Org.%20-%20Senate%20Standing%20Committees%202018-2019.pdf), including the Technology Investment Committee, the Instructional Technology Committee, and the Library Committee. An excellent example of faculty, staff, and administrator collaboration is the process used to select the Learning Management System (LMS). When HFC’s LMS became inadequate and its contract was ending, the Instructional Technology Committee (composed of faculty, staff, and administrators) created [criteria](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20LMS%20Evaluation%20Rubric%202015.pdf) for evaluating other products, researched them, had vendors do demonstrations, held forums, and distributed questionnaires to gather broad input (see Instructional Technology Committee meeting minutes for [September](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Minutes%20-%2009.29.15.pdf), [October](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Minutes%20-%2010.27.15.pdf), and [November 2015](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CIT%20-%20Minutes%20-%2011.24.15.pdf) and [Board Report 4253](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CBOT%20-%20Report%20-%2001.19.16.pdf) from January 2016). Based on that information, Moodle was recommended and ultimately approved by the President and the Board of Trustees.

For easy use, the College consolidates into adjacent buildings four interdependent learning resources: [Eshleman Library](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20HFC%20Eshleman%20Library.pdf), the [Writing Center](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Writing%20Center.pdf), the [Learning Lab](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20HFC%20Learning%20Lab.pdf), and the [Media Center](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Media%20Center%20-%20Eshleman%20Library.pdf). The library’s general interest, interdisciplinary, scholarly, and discipline-specific research databases, print materials, and reference assistance are essential for students to achieve the Critical Thinking and Information Literacy Institutional Learning Outcome. The library hosts special events, such as guest authors, free movies, and “[the human library](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%20Human%20Library%20-%2004.03.19.pdf),” which offers a unique view of literacy and fosters multicultural awareness and inclusivity. The library also has study spaces and a room for quiet reflection and meditation. As its website states, “The HFC Eshleman Library provides places to explore, research, discuss, and create new information!” The [2016-2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEshleman%20Library%20-%20Annual%20Report%20%282016-2017%29.pdf) and [2017-2018 Eshleman Library annual reports](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEshleman%20Library%20-%20Annual%20Report%20%282017-2018%29.pdf) discuss the library’s initiatives, accomplishments, and usage. The Media Center and Learning Lab have fully equipped computers (PC and Mac) and printers for students. A law library serves students in the Paralegal Program.

For a more detailed discussion of the library, Writing Center, and Learning Lab, see subcomponents 3.D.2 and 3.D.5.

The Fine Arts department is well equipped for both educational and enrichment purposes. The Sisson Art Gallery provides an exhibition space for curated exhibits of outside artists as well as for student multimedia art shows, and the Adray Auditorium is the site for student dance and theatrical performances. Telecommunication provides hands-on training using a state-of-the-art Mac editing lab, fully functional TV control room, studio, and local cable channel, and a 24/7 FCC-licensed FM radio and internet station (WHFR, 89.3FM or [www.whfr.fm](http://www.whfr.fm)). In the Recording Arts Program, students learn how to engineer, mix, and master recordings in a live studio. Students in Interior Design work with 2020 Design Software, Auto CAD, and digital presentation software. The Music Program performs on campus, offsite at the Ford Community and Performing Arts Center and areas churches, and on national and international tours.

*3.D.5. The institution provides to students guidance in the effective use of research and information sources.*

One of the College’s Institutional Learning Outcomes is [Critical Thinking and Information Literacy](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20WI%2717%20CTIL%20Rubric.pdf), which largely focuses on conducting research and using information effectively and ethically. Guidance appropriately comes from many areas of the College. (Also see component 2.E.)

At the course level, students practice this skill in classes across the discipline, with general instruction provided by the English Department. [English 131—Introduction to College Writing](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20ENG131%20Current%20Course%20Master.pdf) covers critical thinking skills in reading and writing and provides foundational instruction in finding and evaluating information, synthesizing multiple perspectives, and documenting sources of information. As a Michigan Transfer Agreement General Education course and/or as a program requirement, [English 132—College Writing and Research](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20ENG-132%20College%20Writing%20%26%20Research%20Course%20Master.pdf) or [English 135—Business and Technical Writing and Research](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20Catalog%20-%20ENG-135%20Business%20%26%20Tech%20Writing%20%26%20Research%20CM.pdf) may be taken to deepen these skills.

Eshleman Library is a critical hub for teaching information literacy skills across the disciplines. Students may work one-on-one with reference librarians, who are available during the library’s open hours and via email. Faculty may schedule in-depth [instruction sessions and library tours](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Eshleman%20Library%20Instruction.pdf) for their students and receive guidance themselves on [creating effective research-based assignments](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Library%20Assignments.pdf). [Citation guides](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Citation%20Guides.pdf) are available through the website. In order to promote information literacy and critical thinking, in 2017-2018, librarians formed the Public Outreach Team ([2017-2018 annual report](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CEshleman%20Library%20-%20Annual%20Report%20%282017-2018%29.pdf)) to better serve both students and faculty. In addition to creating subject-specific “LibGuides” in collaboration with faculty and providing bibliographic instruction to individual students and classes, this group worked with a Dearborn Public Schools liaison to create LibGuides for the Early College High School and assigned a library liaison to the Nursing Program to create a LibGuide and Nursing-specific research instruction (pp. 63-63).

As explained in subcomponent 3.D.2, the Learning Lab and the Writing Center provide critical student support as well.

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

*3.E.1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.*

Co-curricular programs and activities align with the College’s [mission](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Mission%2C%20Vision%2C%20Values.pdf) and advance its educational goals. As discussed in depth in criterion 4, [Co-Curricular Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%20%28C3%29%20Co-Curricular%20Assessment%20Learning%20Outcomes.pdf) reinforce the [Institutional Learning Outcomes](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCASL%20-%202019%20ILO%20Charge.pdf) and are assessed. See, for example, [assessment reports on Civic Engagement](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCo-Curricular%20Assessment%20-%202017-18%20Student%20Activities%20Civic%20Engagement%20Report.pdf), [Communication](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCo-Curricular%20Assessment%20-%202016-17%20Mirror%20News%20Comm.%20CCLO.pdf), [Diversity](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CCo-Curricular%20Assessment%20-%202016-17%20Diversity%20CCLO.pdf), and [Intrapersonal](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAssessment%20-%202018-19%20CCLO%20Intrapersonal%20Skills%20Welcome%20Center.pdf) CCLOs.

The Office of Student Activities is a hub of co-curricular learning. The [2015-2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202015-2016%20Annual%20Report.pdf), [2016-2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202016-2017%20Annual%20Report.pdf), [2017-2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202017-2018%20Annual%20Report.pdf), [2018-2019 Annual Reports](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202018-2019%20Annual%20Report.pdf) demonstrate its relationship to the mission and the [Strategic Plan](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Strategic%20Plan%202016-2020.pdf).

Through the Office of Student Activities, more than 35 Student Clubs run the gamut (see Student Club Events for [2015-2016](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202015-16%20Club%20Events.pdf), [2016-2017](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202016-2017%20Events.pdf), [2017-2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202017-2018%20Events%20List.pdf), and [2018-2019](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CStudent%20Activities%20-%202018-19%20Activities%20List.pdf)):

* culturally oriented (e.g., the African American, Muslim, Latino and Hispanic, Palestinian, and Yemen Students Associations);
* political (e.g., the International Student Organization, Amnesty International, and the Student Environmental Association); and
* programmatically aligned (e.g., Fine Arts Program—HFC Team Ceramics, Computer Information Systems Program—Cybersecurity Club and Programing Club, Culinary Arts Program—Ice Carving Club and Baking Club, Education Programs—Future Teachers of America, and Nursing—Student Nurses Association).

These clubs offer students opportunities for hands-on practice and reinforcement of classes and for educating the College community to foster understanding and acceptance of diversity.

Many co-curricular offerings pursue leadership skills that dovetail with the College mission for students to develop “independent, critical, and creative thinking … to succeed in a global society.” The [Building Leaders Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5C2018-19%20Building%20Leaders%20of%20Tomorrow%20Application.pdf) aligns most obviously with the [Community Leadership Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Community%20Leadership.pdf) and the Political Science and Sociology concentrations of study. Student clubs that reinforce leadership skills and philosophies include the National Society for Leadership and Success and the Student Council. Furthermore, Student Activities conducts workshops on goal setting, negotiation and problem solving, and communication.

The Athletics Program stresses serving “the public good” and understanding diversity. The Challenging Athletes’ Mindset for Person Success (CHAMPS) Program not only helps athletes effectively balance their athletic and academic responsibilities but also publicizes campus events such as the LGBTQ Speaker Series and workshops on leadership and voter registration, and it encourages volunteerism (see the 2015-2016 is there one for this yr?, [2017-2018](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAthletics%20-%202017-18%20CHAMPS%20Newsletters.pdf), and [2018-2019 newsletters](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CAthletics%20-%202018-19%20CHAMPS%20Newsletters.pdf)).

Theatrical and musical performances and radio and television productions are invaluable co-curricular activities for students in the Visual, Performing, and Media Arts, while the student-run newspaper (the *Mirror*) and the *Looking Glass* magazine supplement well the Communications curriculum. See subcomponent 3.B.5.

Community service helps fulfill the mission as well. Examples (not an exhaustive list) follow. Community service is included in many programs (for example, the Community Leadership Program’s work with the Hawks’ Nest HFC food pantry and the Athletics Department’s work with the Dearborn Animal Shelter and Gleaners Community Food Bank) as well as through student clubs. The Community Service Club organized blood drives and raised money for cancer awareness and prevention, the Dearborn Animal Shelter, and shelters for the homeless, and the Future Teachers Association raised funds for a local elementary school’s teaching materials. The Student Nurses Association distributed food to the homeless, participated in the Suicide Prevention Walk, and volunteered at the Special Olympics. Community service opportunities sponsored directly by the Office of Student Activities include volunteer days at Gleaners Community Food Bank, the Capuchin Soup Kitchen, Vista Maria social services organization, the Detroit Rescue Mission, and World Medical Relief; outreach to Veterans; community cleanup; and a food drive for HFC’s Hawks’ Nest.

*3.E.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.*

Prior evidence proves that students’ educational experiences achieve the College’s [mission](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Mission%2C%20Vision%2C%20Values.pdf). Highlights follow:

* Subcomponent 1.A.2 reveals how academic programs and curricula result in the student-centered, empowering education emphasized in the mission.
* Subcomponent 1.C.2 describes how Institutional Learning Outcomes, innovative degree programs and courses, and extracurricular activities fulfill the mission’s focus on diversity.
* Subcomponents 1.D.1 and 1.D.3 discuss the College’s commitment to the socioeconomic and cultural needs and interests of its public.
* Subcomponents 2.E.2 and 3.D.5 focus on how students develop “independent, critical, and creative thinking.”
* Component 3.B and subcomponent 3.E.1 illustrate how programs, courses, and co-curricular and extracurricular activities develop critical and creative thinking, understanding and acceptance of diversity, and public service values espoused by the mission.

Various examples of civic engagement and personal responsibility uphold the mission’s aim to transform lives and build better futures. These goals are reflected in the evidence above and in the College’s [Democracy Education Program](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CWebsite%20-%20Democracy%20at%20HFC.pdf) and the [Political Issues Convention](file:///G%3A%5CHigher%20Learning%20Commission%20Drop%20Box%5CAccreditation%20Evidence%5CHFC%20News%20-%20%281D1-3%29%20MI%20Student%20Political%20Issues%20Convention%20-%2010.19.18.pdf), voter education and registration drives, financial literacy workshops, and Career Services events on topics such as entrepreneurships and job search strategies.