

# **Assurance Argument**

# Henry Ford College - MI

**Review date: 11/18/2019**

# 1 - Mission

---

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

## 1.A - Core Component 1.A

---

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

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

## Argument

---

### **1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

The mission statement is the product of shared governance.

The [mission statement](#) is reviewed at the beginning of each strategic planning cycle. When HLC last visited, the College was completing the [2013-2015 Strategic Plan](#). The [Strategic Planning Committee](#) (SPC) began its work on the [2016-2020 Strategic Plan](#) by reevaluating the mission statement, thus addressing a concern noted in the [2015 Reaffirmation Review](#) (p. 7): that the addition of a baccalaureate degree may require adjustments to the mission. The committee determined that the mission still accurately reflected the College and that changes were unnecessary ([SPC minutes, January 2016](#)). Subsequently, the Board of Trustees approved the 2016-2020 plan ([Board minutes, June 2016](#)), which contains the mission. More recently, as the College has become more attuned to diversity issues, the SPC proposed another change, which the Board approved ([Board minutes, May 2019](#)): changing "tolerance" to "inclusion."

A powerful example of shared governance, the Strategic Planning Committee consists of administrators, part-time and full-time faculty, and support staff. This cross-campus collaboration ensures a comprehensive mission.

### **1.A.2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.**

The mission pledges HFC's commitment to its diverse student body. The primacy of student success is evident in HFC's academic programs and support services.

#### Enrollment Profile

The mission stresses the College's commitment to diversity: "we foster diversity, inclusion,

understanding and acceptance to prepare learners to succeed in a global society.” That commitment is critical, given HFC’s student body, which is highly diverse in race/ethnicity, academic preparation and goals, and socioeconomic background. The College celebrates this diversity, which distinguishes HFC from other institutions and enriches the College culture.

Enrollment data reported to federal and state entities appear in the annual student profiles that are shared with the public (race/ethnicity profiles for [Fall 2015](#), [Fall 2016](#), [Fall 2017](#), and [Fall 2018](#)). The data reveal a wide range of races and ethnicities, with a fairly consistent breakdown from year to year. However, because of reporting barriers, these numbers are not exact.

The College assumes that this inexactness results from complications associated particularly with Arab/Arab American students. The U.S. Census Bureau’s reporting categories do not include “Arab” or “Arab American.” Consequently, students with that background may not report race/ethnicity or may report as White. Also, current federal immigration policies may elicit fear among Arab/Arab American students that results in under-reporting. In Fall 2018, 16% of the student body did not report.

### Academic Programs

In order to provide the high-quality, transformational education promised by the mission, the College supports students’ complex educational backgrounds, abilities, and goals.

During the [course placement phase](#) of the application process, students receive their [placement scores](#). HFC has a sizable population of students who require developmental education because of weak academic preparation or language barriers. HFC provides developmental courses in Math and English to meet these needs.

Alternatives to taking developmental courses prior to college-level courses also exist. Students who place into developmental Math and English courses may opt to enroll in the college-level course with a co-requisite that provides additional support. English also has a co-requisite specifically for English Language Learners (ELLs). See the [Accelerated Learning Program \(ALP\) Information Sheet](#), [A Different Path from Remedial Math](#), and course masters for [Math 010](#), [Math 031](#), [Math 041](#), [English 094](#), and [English 095E](#).

The English Language Institute (ELI) provides low-cost, high-quality English instruction in credit and noncredit courses that prepare students to transition to the College curriculum ([ELI’s mission and goals](#) and [course placement testing](#)).

High school student enrollment at HFC has been increasing alongside national concerns about college affordability and job preparation. The College provides several [enrollment pathways](#) for high school students.

- Through [dual enrollment](#), the College partners with local high schools so that students can enroll in college courses independent of their high school curriculum. The public school system pays the tuition and fees. [Advancement Plus](#) is similar but funded by the students and their parents.
- The [Henry Ford Collegiate Academy](#) enables Dearborn Public School students to earn a high school diploma and an associate degree in five years, at no cost to students or parents.
- The Henry Ford Early College (HFEC) is open to Wayne County high school students. Through a partnership between Henry Ford College and Henry Ford Health Systems, in five

years, HFEC students can earn a high school diploma, certification in an allied health profession, and college course credits

- HFC's [Advanced Manufacturing Early College](#) is a dual enrollment program that is expected to exceed 200 students by Fall 2020 ([2017 Local Strategic Value Resolution](#) and [Entrepreneur and Innovation Institute article](#)).

[HFC's programs](#) serve many goals. Certificate programs are occupationally focused to lead directly to employment. For students who want higher-level education and credentials, two categories of associate degrees exist: career/technical and transfer. Participation in the [Michigan Transfer Agreement](#) (MTA) enables students to easily transfer to a four-year college or university. A Bachelor of Science Degree in Culinary Arts is offered as well. Degree programs incorporate the College's five [Institutional Learning Outcomes](#) (ILOs; previously called General Education Outcomes), which align with [HFC's mission](#).

Many students need immediate employment. They benefit from programs that offer [laddered credentials](#), such as certificates that count toward a degree. The [Culinary Arts and Hospitality Management programs](#) offer stacked certificates and associate and bachelor's degrees.

[Workforce and Professional Development programs](#) meet the needs of local businesses and industry while advancing students' careers. Options include professional education (skilled trades and apprenticeship programs), customized company training, noncredit classes and workshops, and online continuing education courses.

Academic programs that emphasize human diversity include the [Arab Cultural Studies Associate Degree Program](#), the [World Religions Associate Degree Program](#), and the [American Sign Language \(ASL\) Program](#) (Certificate of Achievement in Deaf Studies). [Civil Society and Culture—US and Global](#) is one of five ILOs.

### Student Services

Given students' and stakeholders' needs, HFC provides a host of student support services, highlighted below. (Criterion 3 provides more detail.)

Many students need help creating and efficiently executing an academic plan. Students get that help from the start through HFC's new-student orientation and meeting with an Academic Advisor prior to registering (steps 4 and 5 of the [enrollment process](#)). The [student orientation](#) can be taken online or on-campus. Customized orientations exist for dual enrollment students, parents, and veterans and for Health Careers programs. [Academic Advisors and Student Success Navigators](#) work in tandem; advisors guide students through the curriculum, and navigators help students find the resources they need to stay on track.

Licensed Professional Counselors provide support in the aforementioned areas and personal and career counseling. [Counseling Services](#) include the [Student Outreach and Support Office](#) (SOS), which provides workshops and emergency funding for students, and [Assisted Learning Services](#) (ALS) for students with disabilities. Perkins funding helps ALS and SOS meet students' needs ([ALS/SOS Perkins spending for 2015-2019](#)). The [Behavioral Intervention Team](#) handles reports of students exhibiting disturbing or dangerous behavior; it works with Campus Safety as appropriate. The extensive veterans resources provided by the [Office of Veterans Services](#) established HFC as a [gold-level, veteran-friendly school](#).

Extensive academic support exists for students. The [Learning Lab](#) offers in-person peer and professional tutoring, 24/7 online tutoring through NetTutor, test preparation assistance, online, computer-assisted learning programs, and access to computers and printers. Recently, the [Writing Center](#) was created to supplement the Learning Lab. Students can make 30-minute appointments or drop in for assistance from English faculty. The Writing Center has served not only HFC students but also HFC employees and community members. [Eshleman Library](#) provides access to many research databases, individualized research assistance, on-demand [library instruction for classes](#), private and group study areas, and a quiet meditation room, and it hosts special events for faculty and students. It also houses the [Media Center](#), where students have computer and Internet access and can get help with software. In 2018, the [Public Speaking Lab](#) opened. There, students college-wide can get instructor support and use technology such as speech recording and video playback to hone their skills. For student-athletes, the [Challenging Athletes' Mindset for Personal Success \(CHAMPS\) program](#) provides support and accountability through progress reports from instructors to increase success. This program is mandatory, barring schedule conflicts.

Many students struggle with setting long-term goals. HFC's [Career Services Office](#) helps current students and alumni clarify professional goals and offers resources for achieving them. Employers and faculty may also use it to counsel students.

Students' socioeconomic needs are partially addressed through the College's [Hawks' Nest food pantry](#). [Student clubs](#) provide peer support and a sense of community. [SAFE@HFC](#) brings students, employees, and community members together to support the LGBTQ+ community. The Black Males and QUEENS Focus Group provides comprehensive support for academic and personal development and basic needs ([2018-2019 Student Handbook](#), p. 20). Offering classes during the day, at night, and on weekends and in multiple formats (on campus, online, hybrid) helps students balance work, family, and community responsibilities.

Students are encouraged to use the services above in several ways, including the [new student orientation](#), the [student portal](#), the [student services document](#) provided by instructors at the beginning of the semester, and communications from the College President, such as the September 2019 video "Student Success Minute: HFC Student Success Resources in 47 seconds."

### **1.A.3. The institution's planning and budgeting priorities align with and support the mission.**

Please see subcomponent 5.C.1.

## **Sources**

---

- Athletics - CHAMPS Overview
- BOT - 2017 Local Strategic Value Resolution
- BOT - Minutes - 05.20.19
- BOT - Minutes - 06.20.16
- CASL - 2019 ILO Charge
- English - ALP Info Sheet
- Enrollment Services - 2019 New Student Orientation Presentation
- Enrollment Services - 7 Steps to Enroll
- HFC - Course Placement Cut-Scores
- HFC - Laddered Programs

- HFC - Student Portal Screen Shot
- HFC Catalog - Arab Cultural Studies
- HFC Catalog - ENG-094 Accelerated Learning in Reading and Writing CM
- HFC Catalog - ENG-095E ALP for English Language Learners CM
- HFC Catalog - MATH-010 Algebra Skills Review CM
- HFC Catalog - MATH-031 Quantitative Reasoning Skills Review CM
- HFC Catalog - MATH-041 Intro. to Statistics Skills Review CM
- HFC Catalog - World Religions Program Master
- HFC News - A Different Path from Remedial Math
- HFC News - HFC receives \$7 million in state funding
- HFC News - New Public Speaking Lab
- HFC News - Veteran Friendly Designations
- HLC - 2015 Assurance Argument
- HLC - 2015 Reaffirmation Review Final Report
- IR - Fall 2015 Student Profile
- IR - Fall 2016 Student Profile
- IR - Fall 2017 Student Profile
- IR - Fall 2018 Student Profile
- Perkins - ALS-SOS Projects (2015-2019)
- Strategic Planning - Committee Charge and Membership
- Strategic Planning - Minutes - 01.15.16
- Strategic Planning - Strategic Plan 2013-2015
- Strategic Planning - Strategic Plan 2016-2020
- Student Activities - 2018 Student Clubs Brochure
- Student Affairs - 2018-2019 Student Handbook
- Student Services - Handout 2019-2020
- Website - Academic Advisors and Student Navigators
- Website - Advanced Manufacturing Early College
- Website - Advancement Plus
- Website - American Sign Language
- Website - Assisted Learning Services
- Website - Behavioral Intervention Team (BIT)
- Website - Career Services
- Website - College for High School Students
- Website - Counseling Services
- Website - Course Placement Testing
- Website - Culinary Arts and Hospitality Management
- Website - Dual Enrollment
- Website - ELI Mission and Goals
- Website - Eshleman Library Instruction
- Website - Hawks Nest
- Website - Henry Ford Collegiate Academy (HFCA)
- Website - Henry Ford Early College
- Website - HFC Eshleman Library
- Website - HFC Learning Lab
- Website - HFC Veterans Services
- Website - Media Center - Eshleman Library
- Website - Michigan Transfer Agreement
- Website - Mission Vision Values

- Website - Programs of Study
- Website - SAFE at HFC
- Website - Student Orientation
- Website - Student Outreach and Support (SOS)
- Website - Workforce and Professional Development
- Website - Writing Center

## 1.B - Core Component 1.B

---

The mission is articulated publicly.

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

### Argument

---

#### **1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

Through multiple means, the College publicly declares its mission, vision, values, and goals.

The College website provides the easiest public access. The [mission, vision, and values](#) are linked to [About HFC](#) on the College's home page. This information is also conveyed through the [Henry Ford College History](#) page, which shows how the mission has evolved. Fast Facts documents (e.g., [2018-2019 Fast Facts](#)) begin with HFC's mission statement and core values and are available on the Institutional Research, Planning, and Accreditation page. The [Student Handbook](#), available through the Student Portal, also states the mission, vision, and values. The College's Facebook page conveys the mission as well.

The [Strategic Plan web page](#) presents the 2016-2020 Strategic Plan and plans going back to 2007. Together, they demonstrate continuity in the College's identity even as it adapts to new conditions and challenges. The 2016-2020 Strategic Plan specifically expresses goals clearly rooted in the mission, vision, and values:

1. Increase students' success and engagement to better prepare them for work, civic participation, and lifelong learning.
2. Achieve and sustain enrollment that ensures high-quality outcomes that meet the needs of students and industry.
3. Cultivate a collaborative culture to improve organizational effectiveness, diversity, and stakeholder satisfaction and to enhance community relations.

Each goal is presented with implementation strategies.

The College President publicly reinforces HFC's mission. The [Office of the President](#) web page asserts his responsibility to convey the mission internally and externally, and as the new College president, he posted a [welcome statement](#) to the community that demonstrated his commitment to the mission.



**1.B.2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**

As a public community college in southeastern Michigan, HFC prioritizes instruction, clinical and public service, economic regional development, and responsiveness to cultural diversity. The College's [mission](#) is periodically reviewed and revised to stay current with these evolving needs and aligns with College practices (subcomponent 1.A.1).

Fulfilling its mission to provide "outstanding education," HFC supports ongoing faculty professional development. The [full-time faculty bargaining agreement](#) (Article XVI) and the [adjunct faculty bargaining agreement](#) (Article XVII) secure institutional funding. The [Center for Teaching Excellence and Innovation](#), which is directed by faculty with redirected time, provides new-instructor orientations and sessions and mini-conferences for all faculty on a range of teaching-related topics and research. The annual Professional Issues Conference (required for full-time faculty and strongly encouraged for adjunct faculty) is jointly funded by College Administration and the full-time faculty bargaining unit, and sabbatical opportunities ([bargaining agreement](#) Articles XVIII.A.3 and XVIII.A.4) exist for full-time faculty. Criteria 3 and 4 further discuss professional development.

By providing many educational pathways, the College empowers students to achieve wide-ranging educational and professional goals. ([Academics](#) provides an overview.) Workforce development and certificate, associate degree, and bachelor's degree programs in career and technical fields and in the liberal arts enable students to enter or advance in the workplace and/or to transfer to four-year colleges and universities. Many options exist for matriculating international, transfer, guest, and high school students and are explained in the [first step of the application process](#). The [English Language Institute](#) helps English Language Learners understand differences between their native languages and cultures and those of the United States so that those students can engage effectively in their academic, professional, and community pursuits. The College supports students and alumni through resources such as [Career Services](#). The [Student Activities Office](#) and [Athletics Program](#) extend education beyond the classroom and strengthen the interpersonal skills that students need to succeed.

Being student-centered at HFC means much more than accommodating differences in backgrounds and goals. It also means addressing students' unique learning needs and socioeconomic conditions. Academic support (discussed in depth in criterion 3) includes [Assisted Learning Services](#), [Eshleman Library](#), the [Learning Lab](#), the [Writing Center](#), and the [Public Speaking Lab](#) as well as technology resources such as the [Media Center](#). Academic and emotional support is provided by licensed Counselors and [Student Outreach and Support](#). Increasingly apparent are students who struggle with severe financial challenges, such as affordability of textbooks and food insecurity. Faculty carefully consider cost when selecting textbooks and if appropriate adopt Open Educational Resources. The [Hawks' Nest food pantry](#) and the [Student Support Committee](#) also address students' nonacademic needs.

The [Support & Accessibility for the Disabled Policy](#) and [Electronic Information & Technology Accessibility Policy](#) mandate accessibility of physical and online resources. The College hired a [Web Accessibility Coordinator](#) and an [e-Learning Manager](#) and provides training through the Academic Services Department. The College ensures ADA compliance in construction projects. In the past four years, projects have included the Culinary Arts Pastry Kitchen and Automotive area (2015); a

Biology lab (2016); the 5101 Restaurant, Human Resources Office, and Foundation Office (2017); the Surgical Technology Lab, Respiratory Therapy Lab, and Detroit Promise Office (2018); and the Child Development Center remodel and Chemistry lab (in progress) ([active Facilities projects](#) and projects completed in [2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019](#)).

The College considers diversity one of its greatest gifts and fosters the understanding, respect, and inclusion needed for student success in a global society (component 1.C).

HFC's involvement with local organizations and industries exemplifies its commitment to the community's economic welfare and advancement. Many employers use customized training programs to recruit, train, and retain a skilled workforce. See, for example, Workforce and Professional Development [business and economic incentive programs](#), such as the Michigan New Jobs Training Program and the Going-PRO Talent Fund, and [grant initiatives](#), such as the Accelerated Automotive Technology Program and the FANUC Robotics Certification I and II Program. HFC also won the 2019 Michigan Works! Impact Award for its medical assistant apprenticeship program ([Board meeting minutes, January 2019](#)). Recently, outgoing Governor Rick Snyder appointed the College President to serve on [Michigan's 21<sup>st</sup> Century Talent Creation Subcommittee](#), which will focus on preparing students to engage and compete in a fast-changing workplace. The current Governor visited the College in March 2019, toured facilities, and talked with administrators, instructors, and students in career education fields ([Governor Gretchen Whitmer Talks Vision, Closing the Skills Gap during Visit to HFC](#)). In September 2019, HFC hosted the inaugural [Michigan Financial Literacy Summit](#), during which the State Treasurer facilitated a discussion among financial experts about the importance of lifetime financial management, including educating young adults.

The College attends to its community stakeholders. Planetarium and art shows and theatrical and musical productions are open to the public (subcomponent 1.D.1). Employee bargaining agreements include community service, mandated for the [full-time faculty](#) (Article XI.H) and incentivized for [support staff](#) (Article 9.B) and [administrators](#) (Article IV.F). The Student Activities Office engages students in volunteer work. The annual Dr. Martin Luther King Jr. Day of Service brings students, faculty, and staff together for volunteer activities in the community ([article](#)). The public is invited to Fall and Spring Career Fairs and other recruitment events. Some coursework directly benefits the community (subcomponent 1.D.1).

Being an evidence-based college ensures that resources are used effectively. The [Office of Institutional Research, Planning, and Accreditation](#) collects, analyzes, and distributes data to use in planning, decision making, and policy formation and oversees the Institutional Review Board (subcomponent 2.E.1) to ensure ethical research projects. The Institutional Research and Reporting Department collects data and spearheads surveys such as those tracking student satisfaction and success of program graduates, information that is critical to student-centered policies and practices.

Evidence is also integral to assessment of student learning and program review (criterion 4). The [Institutional Learning Outcomes](#) pursue the mission's intention to "empower learners through the development of independent, critical, and creative thinking."

### **1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

HFC serves the business and residential community, and its flexibility fits diverse students and goals.

The [mission](#) states that HFC is a student-centered college. The College accommodates its diverse

student body (subcomponents 1.A.2 and 1.B.2). Subcomponent 1.B.2 discusses other stakeholders that the College serves, capturing well the mission's final sentence: "We anticipate and respond to the needs of our stakeholders, exceed their expectations, and serve the public good."

The strategic plan, governance structure, policies, and allocation of resources demonstrate how the nature and scope of the mission guide College operations (component 5.D).

## Sources

---

- BOT - Electronic Information and Technology Accessibility Policy
- BOT - Minutes - 01.22.19
- BOT - Support and Accessibility for the Disabled Policy
- CASL - 2019 ILO Charge
- Facilities - 2015-2016 Completed Projects
- Facilities - 2016-2017 Completed Projects
- Facilities - 2017-2018 Completed Projects
- Facilities - 2018-2019 Completed Projects
- Facilities - Active Projects
- HFC News - Gretchen Whitmer visit 03.2019
- HFC News - HFV Two Apartments Renovation - 01.04.19
- HFC News - New Public Speaking Lab
- HFC News - Pres. Kavalhuna for Talent Creation Subcommittee
- HFC News - Public forum on Lifetime Financial Literacy
- HFC News - Tiny Home Auction - 05.24.18
- HR - AFO Bargaining Agreement (2017-2021)
- HR - Job Description - e-Learning Manager
- HR - Job Description - Web Accessibility Coordinator
- HR - Local 1650 Bargaining Agreement (2016-2021)
- HR - Local 71 Bargaining Agreement (2016-2021)
- HR - SSA Bargaining Agreement (2016-2020)
- IR - Fast Facts 2018-2019
- Student Affairs - 2018-2019 Student Handbook
- Student Support Committee - Charge and Membership
- Website - About CTEI
- Website - About HFC
- Website - Academics
- Website - Apply to HFC
- Website - Assisted Learning Services
- Website - Career Services
- Website - English Language Institute
- Website - Hawks Nest
- Website - HFC Eshleman Library
- Website - HFC Hawks Athletics
- Website - HFC History
- Website - HFC Learning Lab
- Website - Institutional Research Planning and Accreditation
- Website - Kavalhuna Welcome
- Website - Media Center - Eshleman Library

- Website - Mission Vision Values
- Website - Office of the President
- Website - Strategic Plan 2016-2020
- Website - Student Activities Office
- Website - Student Outreach and Support (SOS)
- Website - UMD News MLK Day of Service 2019
- Website - Writing Center
- WFPD - Business Incentives
- WFPD - Grant Initiatives

## 1.C - Core Component 1.C

---

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

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

### Argument

---

#### 1.C.1. The institution addresses its role in a multicultural society.

HFC enrollment reflects society's diversity ([2015](#), [2016](#), [2017](#), and [2018](#) student profiles), which the College values and serves. The mission pledges to "foster diversity, inclusion, understanding, and acceptance to prepare learners to succeed in a global society." This mindset permeates the institution.

Following the 2016 presidential election, when attitudes toward immigrants became hostile, the Board approved the document [HFC is a Welcoming College](#), reaffirming HFC's values. Currently, the College is assessing its approach to international students with Temporary Protected Status (TPS). The Board of Trustees Policy Subcommittee will begin by analyzing [benchmarking](#) of HFC's practices against those of neighboring institutions.

Frequent communiques from the College President have underscored the importance of diversity at the College. See, for example, his statement [Building Respect and Defeating Hate](#), where he asserts, "We are a richer community precisely *because* of our diverse races, genders, identities, beliefs, ethnicities, countries of origin, ages, abilities, and other characteristics... [Embracing diversity] can be hard, but it is essential to our educational mission." More recently, in his prompt [response to the massacre of Muslims in New Zealand](#), he declared, "At Henry Ford College, there is no 'them.' There is only 'us.' We stand together against all forms of religious discrimination, hatred, and racism." The President also helps to educate employees and students about the significance of holidays in various cultures. At the beginning of his email [What Eid al-Adha Means](#), he expresses inclusivity: "This message is part of many messages related to our diverse community's many unique holidays, including cultural, historic, and religious observances throughout the year."

The College's attention to diversity is evident in co-curricular and extracurricular opportunities (subcomponent 1.C.2), support for the LGBTQ+ community ([SAFE@HFC](#), [Ally training](#), and [gender-inclusive restrooms](#)), and provisions for people with disabilities (subcomponent 1.B.2). [International Student Services](#) helps students determine their immigration status and navigate the College's policies and procedures.

Furthermore, HFC works with the community at large, which is extremely diverse. For example, the College's [Arab American Community Liaison](#) acts as a bridge between the College and major Arab American institutions in the area, addressing educational and policy issues and facilitating collaborative projects and events. The [English Language Institute](#) operates year-round, is open enrollment, and helps non-native speakers develop English language communication skills and an understanding of American culture. The College communicates regularly with area service organizations such as the Arab Community Center for Economic and Social Services (ACCESS) and

Southwest Solutions in Detroit. Also, Presidential Search Committees have strong community representation (e.g., [committee membership](#) in 2017).

Dearborn consistently passes millage ballot measures that support the College, the latest being the [millage renewal in November 2018](#), which passed by 70%. That in and of itself is evidence of HFC's prominent role in this multicultural community. Millage information was available in both English and Arabic, through an informational campaign run by the College (e.g., [Millage Renewal 2018](#)) and through [The Press and Guide](#), the *Arab American News* ([July](#) and [October 2018](#)), and the [Yemeni American News](#).

The College fulfills its mission to prepare students for meaningful participation in the democratic process, which is especially important for first-time voters and immigrant populations. The Student Activities Office holds [informational sessions](#) and voter registration drives ([2018](#) and [2019](#)), and HFC has hosted an annual [Political Issues Convention](#). In October 2018, the Michigan Democracy Institute Consortium at HFC collaborated with the League of Women Voters to provide an educational program, open to the public, on state-wide ballot proposals and candidates. In 2018, more than 100 students participated in Student Lobby Day ([May 2018 Board meeting minutes](#), item V.A), and in March 2019, approximately 150 HFC students attended the [Michigan Student Lobby Day](#) in Lansing, where they met with legislators, the Governor, Lieutenant Governor, Speaker of the House, and state senators and representatives. This event was preceded by Lobby Day training and gave students firsthand experience participating in the democratic process.

### **1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

HFC's procedures, processes, and activities align with the College's and community's. Subcomponents 1.A.2 and 1.B.2 discuss academic and student support. Student activities and employment practices are also significant.

Activities are impressively diverse and address race, ethnicity, sexual orientation, and gender identity. They include student clubs ([2017](#) and [2018](#) brochures), student activities ([2015-2016](#), [2016-2017](#), and [2017-2018](#)), events sponsored by the [Council of World Cultures](#), the [Cultural Friendship Program](#), and study abroad (e.g., [Nursing](#) and [Science](#)). [SAFE@HFC](#) supports LGBTQ+ students and employees; more than two dozen faculty, staff, and administrators have completed [Ally Training](#). A related student club also formed: the Sexuality and Gender Acceptance Club (SAGA). The HFC Women's Network (part of the ACE Women's Network of Michigan) focuses on leadership and networking events (e.g., [Eight Mistakes Women Make Workshop](#)). The Student Outreach and Support Office coordinates annual events on [non-traditional careers in technology](#).

The [2015 Reaffirmation Review](#) noted that HFC lacked a plan to increase employee diversity to better reflect the student body. Subsequently, the College created a Continuous Process Improvement Team to address this concern. That team produced a [report](#) on employees' awareness of diversity issues and the College's role in addressing them. The report also made several recommendations that have been implemented, including formation of the [Diversity Task Force](#), which created [training materials](#) and [presentations](#). The task force reported its work to the President and the Board in April 2017 ([Board minutes](#); [Report 4349](#)) and updated the President in [August 2017](#). In 2018, the task force recommended conducting a [climate survey](#) and created a [diversity, equity, and inclusion plan](#).

The [hiring process](#) was overhauled. Now it includes training modules on unconscious bias and interview bias, diversity questions are asked in every interview, and the tool Diversity Boost is used

to advertise positions through more diverse publications and sites. A diversity statement was adopted ([Equal Educational and Employment Opportunities and Non-Discrimination Policy](#)). Every search requires an Equal Employment Opportunity report confirming that the interview pool is as diverse as the pool of total applicants. [Employee diversity from 2015 to 2018](#) has increased, particularly for employee groups with the most student interaction. Overall, 31% of employees were minorities in 2018, compared to 24% in 2015. Following turnover in administrative leadership and a period of inactivity, the Diversity Task Force reconvened in Fall 2019. It is finalizing its membership and determining its goals.

Employee training includes campus-wide training in diversity, inclusion, and unconscious bias, through both online training modules and other means, such as the State of the College presentations in [Fall 2016](#) (with [guest speaker](#)) and [Fall 2017](#). Being awarded the [Corp! Diversity Champion Award](#) in 2017 attests to the College's commitment to diversity.

The College is committed to closing the achievement gap for students of color. In Fall 2018, an initiative was launched to build on successful, small-scale efforts (such as the African American Males Student Retention Initiative ([2018](#) and [2019 report](#)) and the Black Males and QUEENS Focus Group's [Black Male Retention and Success Conference](#)). This [new initiative](#) aims to serve more students and streamline resources. A [preliminary presentation](#) was made to Cabinet in April 2019.

## Sources

---

- Academic Affairs - 2018 African American Male Retention Report
- Academic Affairs - African American Male Pilot Retention Report - 07.2019
- Academic Affairs - Improving Academic Success for Students of Color Initiative
- Academic Affairs - Improving Success for Students of Color Presentation
- Admissions - Temporary Protected Status Benchmarking Survey
- Article - HFC asks voters for millage renewal - Arab American News
- Article - HFCs Millage Renewal Explained - Arab American News
- Article - Millage Coverage - Yemeni American News
- BOT - Diversity Task Force Presentation - 04.17.17
- BOT - Equal Edu. and Employment Opp. and Non-Discrimination Policy
- BOT - Minutes - 04.17.17
- BOT - Minutes - 05.21.18
- BOT - Report 4349 - 04.17.17
- Council of World Cultures - Events 2015-2019
- CPI - Fall 2016 - Workforce Diversity
- Diversity Task Force - Board Update - 08.10.17
- Diversity Task Force - Climate Survey Handout
- Diversity Task Force - Diversity Plan - 11.29.18
- Diversity Task Force - Fall 2017 Diversity Training HR Memo
- Diversity Task Force - Fall 2017 State of College Presentation
- Diversity Task Force - Huda Essa Bio
- Diversity Task Force - Huda Essa Changing Face of Diversity - 08.23.16
- Diversity Task Force - Mission and Goals - 10.2018
- HFC - Presidential Search Committee 2017
- HFC News - 2019 Michigan Student Lobby
- HFC News - Ally Training by Affirmations of Ferndale

- HFC News - HFC Earns Corp Diversity Champion Award
- HFC News - HFC hosts Midterm Election Preparation program
- HFC News - Hip-hop scholar headlines retention conference
- HFC News - Kavalhuna response to NZ massacre
- HFC News - MI Student Political Issues Convention - 10.19.18
- HFC News - Millage Thank you
- HFC News - Non-Traditional Tech Careers - 10.24.18
- HFC News - The 8 Mistakes Women Make Workshop
- HFC News - Voter Registration Drive Article - 08.27.18
- HLC - 2015 Reaffirmation Review Final Report
- HR - Employee Diversity 2015-2018
- HR - Job Description - Arab American Community Liaison
- HR - Search Committee Process and Procedures
- IR - Fall 2015 Student Profile
- IR - Fall 2016 Student Profile
- IR - Fall 2017 Student Profile
- IR - Fall 2018 Student Profile
- Mirror News - Student Nurses Provide Medical Care in Costa Rica
- Pres. Comm. - Kavalhuna Building Respect and Defeating Hate
- Pres. Comm. - What Eid al-Adha Means
- STEM - Natural Sciences Study Abroad Trip to Costa Rica Narrative
- Student Activities - 2015-2016 Events
- Student Activities - 2016-2017 Events
- Student Activities - 2017 Student Clubs Brochure
- Student Activities - 2017-2018 Events
- Student Activities - 2018 Student Clubs Brochure
- Student Activities - 2019 Voter Registration Drive Report
- Student Activities - Voter Education 101
- Website - Cultural Friendship Program
- Website - English Language Institute
- Website - Gender-Inclusive Restrooms
- Website - HFC is a Welcoming College
- Website - International Student Services
- Website - Millage Proposal Press and Guide Article
- Website - Millage Renewal 2018
- Website - SAFE at HFC



## 1.D - Core Component 1.D

---

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

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

### Argument

---

#### **1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

The mission states, "We anticipate and respond to the needs of our stakeholders, exceed their expectations, and serve the common good."

The Local Strategic Value Resolution ([2015](#), [2016](#), [2017](#), and [2018](#)), which is used in the State's formula for appropriating community college funds, documents HFC's extensive public service in three major areas: economic development and business or industry partnerships, educational partnerships, and community services. [Analysis of the Economic Impact and Return on Investment of Education: The Economic Value of Henry Ford College](#) discusses HFC's role in promoting education, workplace training, economic growth, and quality of life in the community. Critical findings follow:

- Spending on goods and services in the Dearborn community by the College, its staff, and its students generated \$883 million in economic activity in the HFC service area during the 2016-2017 fiscal year, which is equivalent to supporting 13,191 jobs.
- HFC is a wise investment of students' time and money. For every dollar invested, "they receive a cumulative \$4.20 in higher future earnings" over the course of their working lives, with a 15.6% average rate of return.
- For every dollar invested in HFC, taxpayers receive \$8.90 in local economic activity and reduced demand for government-funded services in Michigan. Taxpayers' average rate of return is 26.2%.
- By reducing crime and unemployment and by increasing health and well being, state revenue and social savings increase by \$15.30 for every dollar that the State invests in HFC.

In [Crain's Detroit Business forum](#), the College President explains the value of community colleges and argues that the State should help students pay for a community college education. "Tuition-free community college," he states, "makes sense, not just to expand opportunity for youth and adults, but to make sure that Michigan businesses have the talent needed to compete in our rapidly changing economy." He cites examples of HFC's achievements.

Through grants and partnerships with area employers, HFC trains students in high-demand technical

skills. Examples follow:

- [Power and Trades Pathways Program](#): a partnership between HFC and DTE Energy to create a pre-apprenticeship and career pathways in the energy industry ([Board Report 4417](#)).
- [Advance Michigan Catalyst Program](#): a collaboration between the [Workforce Intelligence Network](#) and its partners to use a \$6 million, four-year grant from the U.S. Department of Labor's Employment and Training Division to prepare workers in southeast Michigan for careers in robotics and automation.
- Henry Ford College Early/Middle College Trade School Program: a dual enrollment program funded by a \$2.1 million grant from the Ralph C. Wilson Foundation and designed to address current and future needs of regional employers ([Board Report 4524](#)).
- [Industrial Sewing Certificate](#): preparation for entry-level jobs in, for example, automotive, clothing and awning manufacturing, and upholstery.
- [Pharmacy Technician Program](#): a partnership with CVS Pharmacy to prepare students for entry-level positions.
- [Medical Assistant Apprenticeship Program](#): a partnership with Oakland County Michigan Works!, Oak Park, Henry Ford Health System, and Oakland Community College to provide on-the-job training and classroom instruction.
- Pre-apprenticeship: a non-credit program to qualify Ford and Chrysler employees for an apprenticeship.

Employers and community members serve on [Advisory Committees](#) that help programs maintain up-to-date curricula, equipment, and other resources ([committee functions](#)), as demonstrated in the [CIS/Cisco Advisory Board's membership and minutes](#).

Many students come to HFC without clear goals, so the College helps them investigate their options. At [Camp Henry](#), middle and high school students may explore the visual and performing arts, Culinary Arts, and STEM fields. [Manufacturing Day](#) connects students to manufacturing businesses, which provide tours of their facilities. [Discover Day](#) introduces high school students to opportunities at HFC. The Student Outreach and Support Office sponsors events on [non-traditional careers in technology](#) and [careers in health care](#).

The [Career Services Office](#) addresses student and workplace needs. In addition to organizing job fairs and career expos, it coaches students on application materials and job search strategies, even providing mock interviews and access to professional clothing (see [collaboration with JCPenney](#)). This office maintains a clothing closet of donated professional wear that students may keep.

The hands-on curriculum of many programs directly benefits the community.

- Student nurses conducted a [Heart Health Clinic](#), which provided free blood pressure checks, body mass index checks, and screenings for depression. Students in the Ophthalmic Technician Program joined ophthalmologists and technicians to provide [free eye exams](#) to veterans and others in need, and annually HFC's Health and Human Services Department partners with CVS Pharmacy to provide [on-campus flu shots](#).
- The ever-popular [Fifty-One O One Restaurant](#) is open to the public and run by students in the Hospitality Studies Program, who do the cooking, baking, and pastry and who provide guest service.
- In [Fall 2017](#), the Architecture/Construction Technology, Interior Design, and Energy Technology programs combined to form the Building Science Department to better prepare students for collaboration in the industry. Soon after came the [well-publicized Tiny Home](#)

- [Project](#), in which students collaborated with RE/MAX, LLC to build a tiny home that was then sold at auction to benefit Children’s Miracle Network Hospitals. Also, in 2019, Interior Design students undertook a semester-long project, the [Student Designer Showhouse](#), wherein they redesigned an apartment at Henry Ford Village, a senior living community in Dearborn.
- In February 2019, Community Leadership Program students sponsored a free “[community baby shower](#)” to provide information for expecting mothers, and in 2018, these students worked with faculty and the Hawks’ Nest on-campus food pantry on a food drive that provided 37 families complete turkey dinners at Thanksgiving.
  - In 2018, the Children and Families Program hosted its third annual Family Literacy Event ([Children and Families Program’s 800% Growth Is Just a Start](#)).

HFC seizes opportunities to stimulate civil, productive public dialogue on complex political, religious, and social issues. On the College's behalf, the President joined State, higher education, and civic leaders in signing Governor Snyder’s [2018 civility in public discourse resolution](#). Also, HFC belongs to the [Michigan Democracy Institute Consortium](#), which sponsors an annual Michigan Student Political Issues Convention ([2018 report](#)). This convention brings students from HFC and other institutions together with elected officials and candidates for public office to discuss issues that students deem important. Students experience how to participate within a political structure and the importance of civic engagement. Offshoots of the convention have included “Student Engagement Nights” and Lobby Day (subcomponent 1.C.1). The Democracy Institution Consortium has sponsored student and community forums on, for example, [nuclear weapons and global security](#). Sponsored by HFC’s Religious Studies Program and the Council of World Cultures, the [Building Bridges Lecture Series](#) has focused on immigration, the Syrian refugee crisis, social justice and the Black Lives Matter movement, LGBTQ+ topics and resources, and asylum seekers. The [Silent Witness Exhibit](#) raised awareness about domestic violence, sexual assault, and other violent crimes, and the [Domestic Violence Workshop](#) (featuring Congresswoman Debbie Dingell and Alice Jay, author and survivor of domestic violence, child abduction, and human trafficking) focused on support for women to escape such danger.

The College welcomes the public at productions and exhibitions. The [Theater Program](#) produces several shows annually. Along with its own collection, annually, the Sisson Art Gallery hosts exhibitions of student artists, faculty artists, and local and nationally renowned artists. In February 2018 the Sisson Gallery hosted the art show “We are Dearborn,” which was a collaboration between the HFC Art Program and Dearborn’s Arab American Museum’s Sura project. In 2016 the entire Sisson Art Gallery collection was hung throughout campus for everyone's enjoyment. HFC's Music Program ([music concert calendar for 2015-2019](#); [history of music performances for 2015-2019](#)) is a mainstay of the community, giving more than 20 choral and instrumental concerts a year on campus and at the Dearborn Performing Arts Center, churches, and senior residences. Both students and community members may participate (see [recruitment for choir](#) and [Symphony Band](#)). The Dearborn Rotary Club sponsors some of the concerts to raise money for HFC student scholarships. *Looking Glass* ([2016](#), [2017](#), [2018](#), [2019](#)), a student-published magazine, features student art, research, and writing.

The School of Science, Technology, Engineering, and Mathematics (STEM) reaches out to the community as well. Through the Outreach Program in Astronomy Education ([Board Report 4257](#)), the public may attend free, on-campus planetarium shows, and hundreds of Dearborn Public School students have visited. For the past three years, HFC has organized an Engineering Fair Competition with more than 100 Early College, Edsel Ford High School, and Hamtramck High School students competing. HFC faculty mentored students and collaborated with high school teachers, even helping

to create an engineering club at Edsel Ford High School. Also, science faculty members have coached students and judged projects for the Dearborn Center for Math, Science, and Technology annual science fair.

The College publicly communicates these opportunities and other important information through its website, [HFC-TV](#), [WHFR-FM](#) radio, and the [Mirror News](#) student newspaper. The radio station is student-run and reaches more than 300,000 listeners in Dearborn and neighboring communities. The City of Dearborn airs State of the City addresses and mayoral forums through WHFR, underscoring its value to the community.

As a steward of the environment, the College is focusing on sustainability. In April 2018, HFC joined the Association for the Advancement of Sustainability in Higher Education. The [Integrated Energy Master Plan Final Report](#) documents HFC's study of current energy practices and plans for improvement through changes in college systems and resources. This plan also will provide educational experiences for students that will become increasingly important in the workplace. [Sustainable HFC](#) formed in 2017. One of its first major initiatives was a [public forum](#) in February 2019 on sustainability and HFC initiatives. Managed by volunteers, the [HFC Rain and Native Plant Garden](#) is a community resource and a site for hands-on learning. In 2019, it achieved Monarch Waystation and Wildlife Habitat certification. In September 2019, HFC hosted an all-day [Climate Forum](#) open to the public that drew more than 400 participants.

**1.D.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

HFC's [mission, vision, and values](#) codifies its prioritization of education: "As a student-centered, evidence-based college, our success is measured by the success of our students."

A snapshot of the College's finances shows this commitment. As seen in the [2015](#), [2016](#), [2017](#), and [2018](#) Dearborn Public School Audits, over 40% of the overall budget is allocated to instructional costs, and approximately 20% is allocated to instructional support and student service.

Strategic and operational planning also prioritize education. The [implementation strategies for the 2016-2020 Strategic Plan](#) largely focus on academic issues, such as achieving learning outcomes, improving student retention and success, providing pathways for transfer students, and creating and expanding partnerships with other educational institutions, businesses, and industry.

The College prioritizes affordability (see [tuition](#)). Given limited State appropriations and the small property tax base, HFC must rely on student tuition and fees as its main revenue source, but it still has one of the lowest tuitions in the area. As incentive for completion, the [Tuition Freeze Guarantee](#) refunds tuition increases to students who achieve their degrees within four successive years of their initial enrollment at HFC. The College also collaborated with the Detroit Regional Chamber, Oakland University, and Wayne State University to create a [debt forgiveness program](#) to encourage degree completion.

HFC [Foundation scholarships](#) have varied criteria, and the Foundation website provides links to [external scholarship opportunities](#). The Foundation regularly updates the Board of Trustees on scholarship activities ([Board Reports 4190](#) and [4398](#) and the [August 2017 presentation](#)). Following improvements in the process in 2015, scholarship applications and the annual total awards increased.

To ensure that educational investment leads to success, the College develops curricula that meet existing and emerging workplace needs. The College President's appointment to the [Governor's 21<sup>st</sup> Century Talent Creation Subcommittee](#) gives HFC a strong voice in discussing how educators can keep pace with evolving workforce needs. In December 2018, as a member of two consortia, HFC received funding from the Governor's Marshall Plan for Talent Initiative, which provides innovation grants for curriculum, equipment, software, cybersecurity, and teacher-shortage relief relevant to high-growth, high-demand occupations in Michigan.

Often, students, business, industry, and the community mutually benefit from HFC's curriculum (subcomponent 1.D.1).

### **1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

The College's engagement with its community and external constituencies is documented quantitatively and qualitatively.

The [2018 Economic Impact Study Fact Sheet](#) quantifies HFC's impact on the business community (totaling \$883 million, which is equivalent to 0.4% of the region's total gross regional product or support for 13,191 jobs) and annual return on investment to students (15.6%), taxpayers (22.6%), and society (\$15.30 for every dollar spent on HFC education). The full [impact study report](#) gives a detailed analysis.

Evidence throughout criterion 1 and part of criterion 2 shows that the College engages with HFC students but also with the workplace, high schools, international community, health service organizations, and business and industry. Millage information was provided in several ways, including print information in English and Arabic; presentations at local PTA meetings, the Dearborn Democratic Club, the League of Women Voters, the Exchange Club of Dearborn, the Dearborn Rotary, and the Dearborn Federation of Neighborhood Associations; social media; and videos linked to the College website. Open Board of Trustees meetings are publicized, and closed caption videos meeting minutes are now posted on the College website.

One of the most important recent events at the College was the hiring of a new President, who immediately became involved in the community through organizations such as the Rotary Club of Dearborn and who immediately engaged with political officials locally and in Lansing. Those relationships were natural extensions of community representation on the [presidential search committee](#). Consistent with the College's culture, his [investiture](#) brought together students, employees, elected officials, and community members. Furthermore, to learn about the community, he embarked on "[listening tours](#)" to hear from individuals and groups within the College and beyond, including other college and university presidents, employers, political leaders, and the press/media.

HFC employees contribute individually to the community. Bargaining agreements for [full-time faculty](#) (article XI.H), [support staff](#) (article 9.B), and [administrators](#) (article IV.F) support annual community service, and HFC employees belong to service organizations ([community service summary](#) (partial list)).

## **Sources**

---

- BOT - August 2017 Scholarship Presentation

- BOT - Report 4190 - 08.17.15
- BOT - Report 4257 - 02.15.16
- BOT - Report 4398 - 11.20.17
- BOT - Report 4417 - 02.19.18
- BOT - Report 4524 - 09.16.19
- Building Science - Minutes - 10.20.17
- CIS-CISCO Advisory Board - Minutes 2014-2016
- Council of World Cultures - Events 2015-2019
- Democracy Institute - 15th Annual Michigan Student Political Issues Report
- Democracy Institute - Nukes and Your Future HFC Article – 03.01.17
- Financial - DPS Audit 2015
- Financial - DPS Audit 2016
- Financial - DPS Audit 2017
- Financial - DPS Audit 2018
- Fine Arts - 2016 Looking Glass Magazine
- Fine Arts - 2017 Looking Glass Magazine
- Fine Arts - 2018 Looking Glass Magazine
- Fine Arts - 2019 Looking Glass Magazine
- Fine Arts - Choir Non-Credit Recruitment
- Fine Arts - Music Concert Calendars 2015-2019
- Fine Arts - Music Performance History 2015-2019
- Fine Arts - Symphony Band Recruitment Letter
- Fine Arts - Theater Productions 2015-2019
- HFC - 03.2018 Economic Impact Study
- HFC - 03.2018 Economic Impact Study
- HFC - 2018 Economic Impact Study Fact Sheet
- HFC - 2019 Climate Forum Program
- HFC - Advisory Committees 2018-2019
- HFC - Domestic Violence Workshop - 04.18.19
- HFC - HFC-TV Cable Channel Background
- HFC - Integrated Energy Master Plan Report - 04.04.18
- HFC - Local Strategic Value Resolution 2015
- HFC - Local Strategic Value Resolution 2016
- HFC - Local Strategic Value Resolution 2017
- HFC - Local Strategic Value Resolution 2018
- HFC - Presidential Search Committee 2017
- HFC - Silent Witness Exhibit - 04.2019
- HFC - Suit Up Day - 04.07.19
- HFC - Sustainable HFC Charge and Membership
- HFC News - Careers in the Health Professions Seminar - 04.24.19
- HFC News - Children and Families Program 800 percent growth
- HFC News - Community Baby Shower for Expecting Mothers
- HFC News - First Medical Assistant Apprenticeship
- HFC News - Flu Vaccine Clinic - 09.2018
- HFC News - HFC and Partners - Debt Forgiveness Program
- HFC News - HFV Two Apartments Renovation - 01.04.19
- HFC News - Kavalhuna signs civility resolution
- HFC News - Non-Traditional Tech Careers - 10.24.18
- HFC News - Ophthalmic Tech Free Eye Exams at Capuchin Soup Kitchen

- HFC News - Pres. Kavalhuna for Talent Creation Subcommittee
- HFC News - Presidential Investiture
- HFC News - Presidential Listening Tours
- HFC News - Rain and Native Plant Garden earns two certifications
- HFC News - Sustainable HFC Hosts - 02.28.18
- HFC News - Tiny Home Auction - 05.24.18
- HR - Community Service Volunteer Hours Summary
- HR - Local 1650 Bargaining Agreement (2016-2021)
- HR - Local 71 Bargaining Agreement (2016-2021)
- HR - SSA Bargaining Agreement (2016-2020)
- Occupational Advisory Committee General Functions
- Strategic Planning - Strategic Plan 2016-2020
- Student Activities - Heart Health Clinic - 02.22.18
- Website - 5101 Restaurant
- Website - Camp Henry
- Website - Career Services
- Website - Democracy at HFC
- Website - Discover Day at HFC
- Website - Foundation Scholarships
- Website - HFC Tuition Freeze Guarantee
- Website - Kavalhuna on Free Community College - Crains Detroit
- Website - Mirror News - About Us
- Website - Mission Vision Values
- Website - Power and Trades Pathways Program
- Website - Scholarships
- Website - Tuition
- Website - WFPD Classes and Training
- Website - Workforce Intelligence Network
- WFPD - Advanced MI Catalyst Program
- WFPD - Wayne Manufacturing Day - 10.07.16
- WHFR Radio Supports Our Community

## **1.S - Criterion 1 - Summary**

---

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

### **Summary**

---

HFC's mission reflects the complexity of the groups it serves. As an open-access community college in southeast Michigan, its stakeholders include a diverse student body, an equally diverse community at large, and a multitude of transfer goals and occupational training needs. This degree of diversity makes HFC unique, and the College serves its stakeholders proudly through educational programming, extensive support services, and activities and through policies, practices, and use of resources. Shared governance and transparency are critical to achieving HFC's mission.

### **Sources**

---

*There are no sources.*



## 2 - Integrity: Ethical and Responsible Conduct

---

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

### 2.A - Core Component 2.A

---

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

#### Argument

---

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

The College's policies and practices ensure that its Board of Trustees, administrators, faculty, and staff act with integrity while performing their financial, academic, personnel, and auxiliary functions. The College website reveals comprehensive policies.

#### Governing Board: Board of Trustees

HFC complies with the [Community College Act \(CCA\) of 1966](#) and the [Revised School Code Act 451 of 1976, MCL 380.1 et. seq.](#), both of which set requirements for the governance, control, and administration of community colleges in Michigan ([Board of Trustees Bylaw 0120—Powers and Philosophy](#)). The established district for the College is Dearborn and a small segment (the Fairlane District) of Dearborn Heights. Per CCA Article 389.34, the Board of Trustees consists of seven members elected by the citizens of Dearborn (the main property tax base for the College and the public school district to which the College belongs). Biennial elections for positions are staggered to ensure continuity of Board operations. Each Trustee serves a six-year term ([Bylaw 0142.3](#)). The Board includes a Chair, Vice Chair, Treasurer, and Secretary ([Bylaw 0171](#)), who are members of the Board and elected by the Board ([Bylaw 0152](#)).

Newly elected Trustees are oriented. They receive a Board policy manual and may meet with the Board Chair, the College President, and others knowledgeable about Board and College policies and procedures ([Bylaw 0142.7](#)). Presentations such as those on the [Open Meetings Act](#) and on [College funds and the budgeting process](#) also bring Trustees up to speed. At an Association of Community College Trustees conference, the President learned about best practices for community college trustees and presidents and shared that information with the Board ([August 2018 Board minutes](#)). Future training is being considered.

The Board's authority over College operations is firmly established and consistent with Part 2 of the CCA (Articles 389.121, 389.122, 389.133, and 389.124). The Board is the ultimate decision maker in educational program and policy decisions, in the acquisition, sale, and maintenance of buildings and other physical resources, and in employment, as documented below:

- the [Organizational Chart](#), which reveals a hierarchy culminating with the Board of Trustees;
- [Policies 6050](#) (Site Acquisition) and [6250](#) (Disposition of Real Property) and the Board's Buildings and Grounds Committee ([Bylaw 502](#));
- [Policies 1200](#) (Employment of the President), [4000](#) (Creating a Position), and [4050](#) (Employment of Professional Staff, which also contains provisions for avoiding conflicts of interest);
- [Board Bylaws 0132.2](#) (Administrative Guidelines) and [0133](#) (Judicial);
- the [Constitution for the Faculty Organization](#), especially Articles I, II.A, III.A.2, and III.A.3 (which establish procedures for creating academic policies and obtaining Board approval before implementation); and
- the Board of Trustees' rights expressed in the [full-time faculty bargaining agreement](#) (Article II), [adjunct faculty bargaining agreement](#) (Article IV), [Administrators' Association bargaining agreement](#) (Article III), [Support Staff Association bargaining agreement](#) (Article IV), and [Dearborn Schools Operating Engineers Association \(DSOEA\) bargaining agreement](#) (Article XII).

Board operations have become much more transparent, addressing concerns noted in [HLC's 2015 Reaffirmation Review](#) about inadequate access to information. As was true before, the Board adheres to the [Open Meetings Act](#), the schedule of Board meetings is publicized ([Bylaw 0165](#)), and the [Human Resources page](#) makes available the bargaining agreements between the Board and the bargaining units on campus (AFT Local 1650—full-time faculty, AFT Local 337—Adjunct Faculty Organization, AFL-CIO Local 71—HFC Administrators' Association, the Support Staff Association, and the Dearborn Schools Operating Engineers Association). In the past, interested parties had to contact the President's Office for specific information about the Board. Now, the [Board of Trustees webpage](#) links to its bylaws, policies, and procedures and to meeting agendas, minutes, and reports. Since January 2018, videos of Board meetings have also been posted.

In 2015, HLC was also concerned about whether bylaws and policies were current. To ensure currency, the College is implementing the process described in [Formulation of Henry Ford College Board Policies](#) (which includes enforcement guidelines) and [Procedures for Proposing New or Revised Henry Ford College Board Policies](#). Policies exist in an online repository. A review date is set for each policy ([policy adoption and review record](#)), and HFC's Office of Legal Services meets with the Board's Policy Subcommittee ([Bylaw 504](#)) at a scheduled public meeting to determine whether changes are needed. See [revised/rescinded policies](#). College employees are notified about policies that will be reviewed by the Board Policy Subcommittee and invited to provide comments (see [email](#)). The Board Policy Subcommittee gives reports at monthly Board meetings (e.g., [August 2019 minutes](#), VI.B). The Board of Trustees website documents the status of policies under review. The Board is revising the bylaw format and then will review and update the bylaws ([August 2019 minutes](#)).

### Employment

The [College's core values](#) include acting with integrity and respect. College policies, shared governance operations, contractual language, and the Human Resources Office (HR) establish standards for ethical treatment of personnel. Examples follow.

College policies and procedures create fair working conditions. Such treatment begins with the hiring process. The [search procedure](#) has been standardized. The College endorses stakeholder representation on screening committees but also realizes that many who serve on those committees lack formal training. Therefore, committee members complete online learning modules on search

committee responsibilities, the hiring process, and unconscious bias. The College website includes many other relevant employment policies, such as [Equal Education and Employment Opportunities and Non-Discrimination](#), [Conflicts of Interest, Nepotism, and Outside Activities](#), [Non-Retaliation](#), [Standards of Conduct and Civility](#), [Whistleblowers' Protection](#), [Privacy and Confidentiality](#), [Personnel Files](#), [Employee Evaluations](#), and the [Family Medical Leave Act](#) (for a complete list, see [HFC Policies](#)).

Newly hired employees receive a robust orientation that covers many ethical topics, such as diversity, equity and inclusion, Title IX, and FERPA (see example of an [employee orientation agenda](#) and a [Talent Development newsletter](#)). Adjunct faculty are strongly encouraged to attend. In addition, the full-time faculty union formed the New Faculty Committee, which provides sessions on topics such as FERPA (see [FERPA presentation](#) by the Office of Registration and Records).

Collective bargaining agreements emphasize safe, productive working conditions, due process in discipline and disputes, and performance evaluation with opportunities for improvement:

- [full-time faculty bargaining agreement](#), Articles VI and XVII,
- [adjunct faculty bargaining agreement](#), Articles XVII and XXVIII,
- [Administrators' Association bargaining agreement](#), Article II, and
- [Support Staff Association bargaining agreement](#), Articles 11 and 27.

To make adjunct faculty compensation competitive, the [2017-2021 adjunct faculty bargaining agreement](#) includes a 3% wage increase in each of the four academic years.

Administrator and Support Staff evaluations have gone online, and adjunct faculty evaluations have been revised and put online to improve efficiency. In fact, the College can now process the adjunct faculty evaluations and return student feedback to instructors within a month after the semester's end.

Employee training opportunities have expanded, largely through online modules approved by HR. These modules may be taken voluntarily or as part of a formal training program, and they include topics such as workplace conduct, diversity, and physical safety ([course descriptions](#) and [completions](#)). Also, the Administrators' Association bargaining agreement ([Letter of Agreement](#)) and the Support Staff Association bargaining agreement ([Incentive Agreement Addendum](#)) provide incentives for continuous professional development. Supervisors take an in-person [seminar](#) on fair performance management strategies.

All employees, including new hires, must complete an [online training module on Title IX](#). All employees will retake the training every two years. Supervisors have also taken [300: Supervisor Anti-Harassment and Title IX](#).

The Student Conduct, Compliance, and Student Title IX Office communicates its [vision, mission, objectives, and operational plan](#), which focuses on both training and process. In 2015-2016, a survey was emailed to students and staff to determine awareness of Title IX and perceptions of safety at HFC ([Title IX Conduct Compliance Annual Report for 2015-2016](#), survey questions and results, pp. 12-42). The [Title IX Annual Reports for 2015-2016](#), [2017-2018](#), and [2018-2019](#) describe educational campaigns for employees and students.

Those who are responsible for [Title IX policies and procedures](#) engage in ongoing professional development. Hearing Officers have Association of Title IX Administrators (ATIXA) certifications.

The Student Conduct, Compliance, and Title IX Coordinator's qualifications are extensive and include the following:

- Co-Coordinator, State of Michigan Association of Student Conduct Administrators
- Co-Leader, Michigan Community College Title IX Consortium
- National Behavior Intervention Team Violence Risk Assessment Level I, II, and III certifications
- mental health first aid training
- active shooter training
- appointment to Michigan's Campus Sexual Assault Workgroup in [2017](#) and [2018](#),

The current Coordinator is also well qualified, having worked under the prior Coordinator and having coordinated programs for survivors of torture, crimes, and domestic violence at the Arab Community Center for Economic and Social Services in Dearborn.

The [Constitution for the Faculty Organization](#) (Article II), applicable to full-time and adjunct faculty, defines fair representation and voting rights for the Faculty Senate and Faculty Organization and mandates open meetings. Article VI describes faculty representation in hiring. [Faculty Senate standing committees](#), such as the [Professional Problems Committee](#), and [College standing committees and councils](#), such as the [Data Integrity Oversight Team](#), address internal concerns as they arise.

### Academics

Well-publicized student resources, policies, and practices create a safe, fair, and productive learning environment.

Prospective and current students can access policies via HFC's website. For example, [Student Policies, Rights, and Responsibilities](#) explains academic policies, expectations for student behavior, and equal opportunity and complaint procedures. The [Advocacy and Conflict Resolution Toolkit](#) page lists both institutional and external resources. The Student Handbooks for [2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019](#) address these topics and more.

In 2018, the College hired a Student Affairs Assistant Compliance Manager to monitor the student conduct and compliance caseload, and an educational campaign exists on what constitutes harassment and resources for assuring safety (see [Title IX—2015-2016 Conduct Compliance Annual Report](#)).

New students are required to complete HFC's orientation. This orientation introduces students to critical policies and establishes expectations for student conduct (subcomponent 3.D.2).

Component 2.E discusses academic integrity.

### Auxiliary Functions

The College strives to ensure safety of its students, personnel, and information.

The [Office of Campus Safety](#) operates 24/7 and employs many strategies, including the following:

- the HFC Alert! System that automatically broadcasts information about safety and weather emergencies,

- multiple ways to report incidents (by phone, in person, or electronically, by name or anonymously),
- blue light emergency call boxes located strategically throughout campus, and
- Safe Walk, where Campus Safety personnel escort students or employees to their campus destinations.

The Campus Safety website provides other information, such as the [Emergency Quick Reference Guide](#) and [Emergency Operations Plan](#) (updated in January 2019 and administered by Cabinet), [Environmental Health and Safety](#), and [Active Shooter Training for employees](#) and [for students](#). Per the Clery Act, the Campus Safety site posts crime statistics. [Campus Safety's 2018 Annual Security Report](#) includes statistics from 2015-2017 and defines key terms and reporting procedures. Since HLC's 2015 visit, Campus Safety personnel, other employee groups, and students have undergone extensive training; several safety training sessions have been open to the public ([training for October 2014-April 2019](#)).

In August 2019, the Henry Ford College Safety Service Level Task Force was charged with evaluating services provided by the Office of Campus Safety and recommending improvements as needed to the President in December 2019. The task force will compile safety data, evaluate campus safety offices of other colleges, research best practices, and hold forums for the campus and Dearborn communities. The task force will also assess whether Campus Safety Officers should be allowed to carry firearms. The Vice President of Student Affairs and the Manager of Campus Safety co-chair the task force, which also includes representatives from Student Council, the Board of Trustees, each of the bargaining units on campus, exempt employees, Faculty Senate, HFC's Student Conduct Office, Dearborn Police Department, University of Michigan--Dearborn Campus Safety Office, and Dearborn Public Schools.

Faculty and staff may report disruptive or threatening behavior to the [Behavioral Intervention Team](#) (BIT). As the [flowchart](#) shows, reports on employees go to HR while BIT's process applies to students and is consistent with the [Student Code of Conduct Due Process Procedure](#). In 2017, a [grant](#) from the Michigan Department of State Police's Grants and Community Services Division funded HFC's free [Reach Out app](#) ([Reach Out Compliance and Care, ROCC@HFC and Dearborn High Schools](#)), which provides safety and security information, resources, and alerts. Also, [10 Things You Need to Know about Sexual Assault](#) for women and for men is distributed to faculty, staff, and students at Welcome Back Days, orientations, and other Title IX-related activities.

Several policies strengthen information security. The [Computer Systems Acceptable Use Policy](#) applies to all employees, students, Trustees, vendors/contractors, and visitors. Users must accept the policy's conditions when creating or changing passwords. Other relevant policies include [Social Media and Cell Phone Use](#) and [Public Records \(FOIA\)](#). HFC employees and students must communicate official business through their password-protected College email accounts. Secure handling of student information is covered in [ITS training](#).

Information security is managed by Information Technology Services (ITS) in conjunction with the College's Security as a Service (SECaas) vendor.

The College undergoes quarterly reviews by an external security service that helps update security standards. Monthly reviews cover all security-related incidents. The [Information Technology Oversight Team](#) (ITOT) is updated on information security. The [HFC Enterprise Data Security Plan](#) reveals a comprehensive approach to data handling and protection.

Employee training is critical for information security. For the past two years, the training has concentrated on phishing. Last year, HFC joined a conglomerate of other Michigan schools for training through the company Associated Risk Management (ARM). This training baits users with fake phishing emails, tracks who who falls prey to them, tracks repeat offenders, and educates users on evaluating emails' validity. The College plans to change its anti-spam system to one that will enable customization of phishing tests for HFC employees.

In March 2019, to cover all active employees, the College purchased 1300 licenses for Proofpoint Email Protection Software ([Board Report 4499](#)), a leader in email filtering programs and in cybersecurity training. This software enables ITS to conduct its own phishing tests on all HFC employees. Furthermore, it provides focused, just-in-time remediation; if users succumb to phishing, they will be alerted and sent links to relevant cybersecurity training.

Employees have also received training on how to avoid computer viruses and identify theft, and in Fall 2019, ongoing, [mandatory cybersecurity training](#) will begin.

HFC meets its obligations to people with disabilities, as explained in [Support and Accessibility for the Disabled of Campus Programs and Facilities](#). Per the Americans with Disabilities Act, Federal requirements exist for accessibility of information shared electronically. Accordingly, the College developed the [Electronic Information and Technology Accessibility Policy and Procedures](#), hired a [Web Accessibility Manager](#), and is conducting an accessibility self-audit. The Academic Services Department collaborates with the Center for Teaching Excellence and Innovation to assist faculty in creating accessible electronic content. In 2018 several faculty and support personnel took Inclusive Online Course Design (a Massive Open Online Course on accessibility) and learned how to create online content per the current standards (subcomponent 3.C.4).

## Finances

Several mechanisms ensure ethical, effective financial planning and transactions at the College.

Board oversight stems from its Finance Committee ([Bylaw 503](#)) and Audit Committee ([Bylaw 501](#)). Annual audits by an independent, certified accounting firm verify the College's adherence to generally accepted accounting principles and are presented to the Board for its acceptance at public Board meetings. See the audits for [2015](#), [2016](#), [2017](#), and [2018](#) and the Federal Awards Supplemental Information for [2015](#), [2016](#), [2017](#), and [2018](#).

At the operational level, the College has standardized its [process for reviewing contracts](#). The [Budget Management Policy](#) outlines the Board's, President's, and other Officers' roles in the judicious use of funds, ensures that budgetary information is publicly discussed and available, and establishes targets for financial reserves to enable the College to adapt to unexpected changes in the economy and demographics.

The President works closely with the Vice President of Financial, Facilities, and Auxiliary Services and the Coordinator of Budgeting to advise the Board of Trustees. The Vice President and Coordinator monitor the annual budget. Throughout the month, they review current spending activities and trends in payroll projections through fiscal year end, fringe benefits, and tuition and fees. Weekly, they review and compare current cash flow activity and results with those for the previous 6 years. The President receives weekly updates on cash balances, tuition projections, and monthly year-to-date Income Statements. At its monthly meeting, the Board is updated on the above factors and on budget sustainability, which projects institutional revenue and expenses for the current

and next two years. Budget adjustments are recommended midyear to the Board, and College Reserve Projections are updated.

Stakeholders are consulted about financial allocations. For example, [College standing committees](#), such as the [Facilities Master Planning Committee](#), the [Operations Council](#), and the [Coordinating Council](#) have cross-campus representation. Also, [Strategic and Operational Planning](#) involves the entire College.

Criterion 5 further discusses the College's planning and finances.

### Legal Responsibility

The Office of Legal Services is responsible for all College-related legal issues, including compliance with regulations and statutes ([Compliance with Federal and State Laws, Rules, and Regulations Policy](#)), risk management, and review and approval of contracts and policies ([Contract Review Policy](#)). Documents such as the [Preservation of Documents Subject to Litigation Policy](#) define the College community's role. Recently, Legal Counsel has focused on updating Board policies ([Legal Policy Review Table](#)).

In August 2019, the Legal Counsel and Director of Legal Services was reclassified as General Counsel and Vice President of Legal Services.

## **Sources**

---

- BOT - 06.2019 Revised-Rescinded Policies
- BOT - Budget Management Policy
- BOT - Budget Retreat Presentation - 01.19.19
- BOT - Bylaw 0120 HFC Powers and Philosophy
- BOT - Bylaw 0130 HFC Functions
- BOT - Bylaw 0140 HFC Membership
- BOT - Bylaw 0150 HFC Organization
- BOT - Bylaw 0160 HFC Meetings
- BOT - Bylaw 0170 HFC Duties
- BOT - Bylaw 501 HFC Audit Committee
- BOT - Bylaw 502 HFC Buildings and Grounds Committee
- BOT - Bylaw 503 HFC Finance Committee
- BOT - Bylaw 504 HFC Policy Committee
- BOT - Computer Systems Acceptable Use Policy
- BOT - Conflicts of Interest Nepotism and Outside Activities Policy
- BOT - Contract Review Policy
- BOT - Electronic Information and Technology Accessibility Policy
- BOT - Employee Evaluations Policy
- BOT - Equal Edu. and Employment Opp. and Non-Discrimination Policy
- BOT - Family Medical Leave Act (FMLA) Policy
- BOT - Formulation of HFC Board Policies
- BOT - Minutes - 08.12.19
- BOT - Minutes - 08.13.18
- BOT - Non-Retaliation Policy
- BOT - Open Meetings Act (OMA) Handbook

- BOT - Policy 1200 Employment of the President
- BOT - Policy 3000 Personnel Files
- BOT - Policy 3200 Privacy and Confidentiality
- BOT - Policy 3700 Compliance with Fed and State Laws Rules and Regulations
- BOT - Policy 4000 Creating a Position
- BOT - Policy 4050 Employment of Professional Staff
- BOT - Policy 6050 Site Acquisition
- BOT - Policy 6250 Disposition of Real Property
- BOT - Policy Adoption and Review Record
- BOT - Presentation - Open Meetings Act - 01.09.15
- BOT - Preservation of Documents Subject to Litigation Policy
- BOT - Proposing New-Revised HFC Board Policies
- BOT - Public Records (FOIA) Policy
- BOT - Report 4499 - 03.18.19
- BOT - Social Media and Cell Phone Use Policy
- BOT - Standards of Conduct and Civility Policy
- BOT - Student Code of Conduct Due Process Procedure
- BOT - Support and Accessibility for the Disabled Policy
- BOT - Whistleblowers Protection Policy
- Campus Safety - 2018 Annual Security Report
- Campus Safety - Active Shooter Student Training - 04.25.18
- Campus Safety - Training Log 2
- Communications - Public comments invited on HFC Board Policies
- Community College Act 1966
- Coordinating Council - Bylaws
- DIOT - Charge and Membership
- Facilities - Master Planning Committee Charge and Membership
- Faculty Org. - Constitution
- Faculty Org. - Senate Standing Committees 2018-2019
- Financial - DPS Audit 2015
- Financial - DPS Audit 2015 Fed Awards Supplemental
- Financial - DPS Audit 2016
- Financial - DPS Audit 2016 Fed Awards Supplemental
- Financial - DPS Audit 2017
- Financial - DPS Audit 2017 Fed Awards Supplemental
- Financial - DPS Audit 2018
- Financial - DPS Audit 2018 Fed Awards Supplemental
- HFC - 2018-2019 Standing Committees and Councils
- HFC - Emergency Operations Plan Manual
- HFC - Information Technology Oversight Team Charge and Membership
- HFC - Local 71 Letter of Agreement
- HFC - SSA Incentive LOA Addendum
- HFC News - Campus Sexual Assault Workgroup Appointment
- HFC News - Campus Sexual Assault Workgroup Reappointment
- HLC - 2015 Reaffirmation Review Final Report
- HR - AFO Bargaining Agreement (2017-2021)
- HR - Cornerstone Learning Module Talent Mgt - 01.2018
- HR - DSOEA Bargaining Agreement (2018-2023)
- HR - Employee Training Progress Report By Group



- HR - Job Description - Web Accessibility Manager
- HR - Local 1650 Bargaining Agreement (2016-2021)
- HR - Local 71 Bargaining Agreement (2016-2021)
- HR - Mandatory Cybersecurity Training
- HR - New Employee Orientation - Agenda - 05.16.17
- HR - Organizational Chart - 09.19.19
- HR - Search Committee Process and Procedures
- HR - SSA Bargaining Agreement (2016-2020)
- HR - Supervisor Training - Performance Management
- Incident and Due Process Flowchart
- IT - 2017-2019 Cornerstone Training and Development
- IT - Data Security Plan
- Legal - Policy Review Table - 10.19
- Operations Council - Constitution
- Professional Problems Committee - Charge and Membership
- Registration - FERPA New Instructor Orientation
- Sexual Harassment Training Progress Report
- Strategic Planning - Strategic vs. Operational Planning Presentation
- Student Affairs - 2015-2016 Student Handbook
- Student Affairs - 2016-2017 Student Handbook
- Student Affairs - 2017-2018 Student Handbook
- Student Affairs - 2018-2019 Student Handbook
- Student Affairs - Student Conduct and Compliance - 05.2016
- Title IX - 2015-2016 Conduct Compliance Annual Report
- Title IX - 2017-2018 Conduct Compliance Annual Report
- Title IX - 2018-2019 Conduct Compliance Annual Report
- Title IX - FY17 Grant -CSAGP Signed Contract (CSA-10-17)
- Title IX - HFC and High School ROCC Grant
- Title IX - Policies Procedures and Bylaws
- Title IX - Sexual Assault For Men and Women
- Training Module Descriptions
- Website - Active Shooter Training
- Website - Advocacy and Conflict Resolution Toolkit
- Website - Behavioral Intervention Team (BIT)
- Website - Campus Safety
- Website - Environmental Health and Safety
- Website - HFC Board of Trustees and Officers
- Website - HFC Emergency Quick Reference Guide
- Website - HFC is a Welcoming College
- Website - HFC Policies
- Website - Human Resources
- Website - Information Technology Services
- Website - Michigan Legislature - Act 451 of 1976
- Website - Mission Vision Values
- Website - ROCC at HFC Reach Out app
- Website - Student Orientation
- Website - Student Policies Rights and Responsibilities

## 2.B - Core Component 2.B

---

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

---

#### **2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.**

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

HFC's accreditation status is publicized on the home page and the [About HFC page](#). In addition to identifying the Higher Learning Commission as the accrediting body and the period of accreditation, the home page links to HLC's website, where users can verify the accreditation status and access additional information. The About HFC page also links to [background information](#) (Henry Ford College: Institutional Accreditation), where accreditation criteria and links to accreditation documentation are posted.

[Program accreditations](#) are prominent on the website, and external accrediting bodies are listed with contact information. Many academic and occupational programs meet regularly with [advisory committees](#) ([advisory committee functions](#)).

The About HFC webpage provides information about the College's leadership structure, FOIA, Board policies, the budget, audits, capital outlay plans, and student consumer information. These are also accessible from the home page's link to [Transparency Reporting](#).

The [Office of Marketing and Communications](#) oversees internal and public communications. Its home page provides access to procedures and standards. It uses its web presence, social media, and other formats to promote the College's high-quality education, partnerships, and service to stakeholders.

Academic information is communicated more completely online than in 2015. HFC programs are categorized by area on the [Programs of Study](#) page. That page and [2019-2020 Programs](#) can be searched for program descriptions, requirements, employment prospects, and transfer possibilities (e.g., [Biotechnology Program](#)). The [Focus 2](#) career and education planning tool and suggested course sequences for programs help students accomplish their goals efficiently and affordably. Providing clear pathways has become critical now that federal financial aid can be used only for courses within one's program ([Classes Eligible for Financial Aid](#)). The searchable online Course Catalog links to course descriptions and requirements and to courses currently offered. Students who matriculated prior to the current catalog year can access the Catalog Archive for their programs' requirements. "Catalog Rights" at the bottom of [Student Policies, Rights, and Responsibilities](#) stipulates the conditions for using an old version.

[HFC Transfer Resources](#) provides information about articulation agreements, course equivalencies, reverse transfer options, and more, and students can access [Transfer Guides](#) for specific institutions. The College partnered with the University of Michigan—Ann Arbor to create a pathway for students to pursue bachelor’s degrees in the humanities or humanistic social sciences. This [Transfer Bridges to the Humanities @ University of Michigan](#) program offers students an exceptional, affordable education, academic and professional mentoring, and co-curricular and extracurricular activities. The [Michigan Transfer Agreement \(MTA\)](#) has replaced the [MACRAO Transfer Agreement](#). [HFC’s MTA](#) reveals the distribution of College classes throughout the General Education categories. The College was an early participant in the [MiTransfer Pathways Project](#), which defines course sequences that will transfer into the major course sequences at most Michigan colleges and universities (subcomponent 5.A.3).

HFC provides comprehensive information for students to enroll, plan, and manage their finances. [Tuition](#) is listed for dual enrollment, in-district, out-of-district, and international students, and fees are identified. A tuition calculator allows students to estimate the total cost of their programs, which can then be compared to other schools. Cost and Aid (a prominent tab on the College’s home page) provides directions for applying and registering for classes and presents multiple payment options, refund policies, and financial support. Procedures for specific groups of students are described in the first step of the application process ([Apply](#)), and types of financial aid, eligibility requirements, and conditions are fully described ([Financial Aid](#)).

[Student Consumer Information](#) covers general academic topics, financial assistance, campus health and safety, College policies and procedures, extracurricular activities, and information on student outcomes, such as data on employment, retention, and graduation and transfer-out rates.

To make information easier to find, from HFC’s home page, students can log in to their own personalized [student portal](#), where they will find their class schedules, commonly used links, enrollment, financial aid, and payment dates, and other College news. The [Student Handbook](#) presents such information in a more traditional format.

After its 2015 visit, HLC noted that the College website lacked complete employee information. The searchable [online employee directory](#) now gives employees' academic credentials, positions, and contact information.

## Sources

---

- HFC - Advisory Committees 2018-2019
- HFC - Student Portal Screen Shot
- HFC Catalog - 2019-2020 Programs
- HFC Catalog - General Education Categories
- Occupational Advisory Committee General Functions
- Student Affairs - 2018-2019 Student Handbook
- Website - About HFC
- Website - Apply to HFC
- Website - Biotechnology
- Website - Classes Eligible for Financial Aid
- Website - Faculty and Staff Directory
- Website - Financial Aid

- Website - Focus2
- Website - HFC Tuition Freeze Guarantee
- Website - Institutional Accreditation
- Website - MACRAO Transfer Agreement
- Website - Marketing and Communications
- Website - Michigan Transfer Agreement
- Website - MiTransfer Pathways Project
- Website - Program Accreditations
- Website - Programs of Study
- Website - Student Consumer Information
- Website - Student Policies Rights and Responsibilities
- Website - Transfer Bridges to the Humanities at U of M
- Website - Transfer Guides
- Website - Transfer Resources
- Website - Transparency Reporting
- Website - Tuition

## 2.C - Core Component 2.C

---

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

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

### Argument

---

#### **2.C.1. The governing board's deliberations reflect priorities to preserve and enhance the institution.**

The Board of Trustees prioritizes the viability of the College. At its meetings, the Board is kept informed by the President's remarks, presentations, and reports that focus specifically on the College's conditions and needs. This information is all the more important for a board that serves concurrently as the Dearborn Board of Education for P-12 public schools. The meetings involve public discussion by the Board, per the [Open Meetings Act](#).

Following reports and presentations by the Strategic Planning Committee (SPC), the Board approved the [2016-2020 Strategic Plan](#), which focuses on student success, enrollment management, organizational culture, and community outreach. It provides the framework for all College business.

Monthly Board meetings focus on fiscal management, College operations, and initiatives for academic growth and sustainability. Meetings may include, for example, presentations, discussions, and actions on the budget; enrollment, student success, and retention; contract bids; hiring, reclassification, termination, or retirement of personnel; creation or elimination of programs, certificates, and degrees; academic policies and procedures; and facilities planning.

The Board is accountable to its local property tax base and to the State of Michigan. The Community College Local Strategic Value Template consists of community college performance measures that partially determine State appropriations. Annually, HFC completes these templates and reports that information to the Board. The Local Strategic Value Resolution ([2015](#), [2016](#), [2017](#), and [2018](#)) documents performance in the following categories:

- Economic Development and Business or Industry Partnerships
- Educational Partnerships
- Community Services

#### **2.C.2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.**

The Board of Trustees follows policies pertaining to public higher education and addresses the needs and goals of local businesses and the residential community, per [Bylaw 0120](#). Several other bylaws ensure informed decision-making. Bylaw [Bylaw 0131.1](#) prohibits the Board from approving recommendations at the same meeting in which those recommendations are made, allowing for follow-up questions and requests for information. Bylaw [Bylaw 0144.2](#) dictates that Trustees be well-informed, debate topics openly, and prioritize student learning.

The Board welcomes input from all College and community stakeholders. [Bylaw 0167.3](#) regulates public participation at meetings. Each meeting agenda includes college-wide recognition and acknowledgements and an opportunity for citizens to address the Board. There are also presentations by outside entities, such as the independent auditor and representatives of partnerships between the College and external organizations, for example, the Center for Innovation in Education ([May 16, 2016, minutes](#)).

Partnerships with local high schools are growing nationwide. HFC has several [pathways for high school students](#), including dual enrollment, the Early College programs, and the Collegiate Academies. The Board of Trustees' unique co-existence as Dearborn's P-12 Board of Education helps ensure that those partnerships are mutually beneficial.

**2.C.3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.**

Many mechanisms support the Board's allegiance to the College.

Local elections of the Trustees, adherence to the [Open Meetings Act](#), and collaborative decision-making create accountability to the community served by the College. Bylaws [Bylaws 0141 and 0142](#) explain the election process and eligibility, and Bylaw 0142.5.I specifies that full-time residency in Dearborn is required throughout the Trustees' terms. Trustees serve staggered terms and rotate through Board Officer positions ([Bylaw 0152](#)), and decisions require majority votes ([Bylaw 0143](#)). Consequently, one Trustee cannot exert undue influence. [Bylaw 0123](#) specifies that the Board acts as a body, not as individuals, and that information is freely available to all members.

Trustees commit to being unbiased and selfless in their deliberations and actions. See [Bylaws 0144.2.IX](#) (Trustee Ethics) and [0144.3](#) (Conflict of Interest). Furthermore, the entire College community, including the Board, is subject to the [Conflicts of Interest, Nepotism and Outside Activities Policy](#).

As a result of the College's shared governance structure and the President's mandate to inform and advise the Board ([Policy 1150](#)), Trustees make strategic decisions based on comprehensive information about the College. The President regularly meets and communicates with Trustees and sends weekly and monthly updates to the Board, based partly on reports that he regularly receives from employees.

The [About HFC](#) webpage states the College's commitment to public transparency in its finances and operations, as evident, for example, in [Transparency Reporting](#) and [Student Consumer Information](#), both prominently displayed on the HFC website. Such disclosure provides an additional check and balance on the Board.

The Vice President of Institutional Advancement, who oversees the Henry Ford College Foundation,

sits on the President's Cabinet to stay informed about the College's needs. However, the Foundation operates independently in its fund-raising and does not influence the Board. The Foundation has its own Board of Directors and Bylaws.

#### **2.C.4. The governing body delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.**

The College's governance structure and the Board's bylaws and policies ensure that daily operations occur independently of the Board and that faculty oversee academics.

The division of Board and Presidential responsibilities is mandated by [Bylaw 0132](#) (Executive), [Policy 1500](#) (Development of Administrative Guidelines), [Policy 1150](#) (Board-President Relationship), and [Policy 1250](#) (Duties and Responsibilities of the President). The President's authority over daily operations is codified in the President's Employment Agreement with the Board of Trustees. Delegation of administrative duties is evident in the [Organizational Chart](#) and [shared leadership structure](#).

The [Faculty Organization Constitution](#) (approved by the Board as part of the [full-time faculty bargaining agreement](#)) specifies the faculty's role and expertise in handling academic matters. Article II.A. mandates that all academic policies be vetted, approved, and forwarded to the President by the Faculty Organization. Article V requires faculty input from a policy's inception through the final phase of recommending it for Board approval, and faculty may appeal a decision directly to the Board. Many other segments of the Constitution reinforce the faculty's authority over academic policy recommendations.

[HLC's 2015 Reaffirmation Review](#) expressed modest concern over the Board's involvement in academic matters. The Board may have felt compelled to get involved given the major changes in the shared governance structure and frequent turnover in leadership at the time. Now that the structure is well established and the College has a President who collaborates well with faculty, the Board is kept more reliably informed and should be less inclined to overreach into academic concerns.

## **Sources**

---

- BOT - Bylaw 0120 HFC Powers and Philosophy
- BOT - Bylaw 0130 HFC Functions
- BOT - Bylaw 0140 HFC Membership
- BOT - Bylaw 0150 HFC Organization
- BOT - Bylaw 0160 HFC Meetings
- BOT - Conflicts of Interest Nepotism and Outside Activities Policy
- BOT - Minutes - 05.16.16
- BOT - Open Meetings Act (OMA) Handbook
- BOT - Policy 1150 President Relationship
- BOT - Policy 1150 President Relationship
- BOT - Policy 1250 Duties and Responsibilities of the President
- BOT - Policy 1500 Development of Administrative Guidelines
- BOT - Reports - 03.20.17
- BOT - Reports - 05.16.16
- Faculty Org. - Constitution

- Foundation - Bylaws of HFC Foundation
- HFC - Local Strategic Value Resolution 2015
- HFC - Local Strategic Value Resolution 2016
- HFC - Local Strategic Value Resolution 2017
- HFC - Local Strategic Value Resolution 2018
- HLC - 2015 Reaffirmation Review Final Report
- HR - Local 1650 Bargaining Agreement (2016-2021)
- HR - Organizational Chart - 09.19.19
- Shared Leadership - Structure
- Strategic Planning - Committee Charge and Membership
- Strategic Planning - Strategic Plan 2016-2020
- Website - About HFC
- Website - College for High School Students
- Website - Foundation
- Website - Student Consumer Information
- Website - Transparency Reporting



## 2.D - Core Component 2.D

---

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

### Argument

---

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

The College's [mission, vision, and values](#) convey its commitment to freedom of expression and the pursuit of truth in education. In 2016, the Board of Trustees reaffirmed this commitment in [Our Board Supports HFC as a Welcoming College](#), which pledges, "HFC shall continue to embrace the principles of First Amendment Free Speech, academic freedom and the free exchange of ideas, and recognize the free association rights of faculty, staff, students, and their respective organizations."

College-wide policies and practices support that pledge. For example, [Use and Regulation of College Property for Expressive Activities](#) defines areas for free expression that are visible but that will not disrupt College operations. The College's [Computer Systems and Acceptable Use Policy](#) prohibits unprofessional or illegal use of technology through HFC's systems and protects freedom of expression. [Policy 5100](#) (Intellectual Freedom) asserts, "Henry Ford College, in educating adults for full participation as citizens, has an obligation to encourage free discussion and inquiry in the pursuit of truth."

Faculty's freedom of expression is protected in several ways. The [full-time faculty](#) (Article IV.D.) and [adjunct faculty](#) (Article VIII) bargaining agreements contain academic freedom provisions that cover teachers as public citizens and as professionals and that mandate due process procedures to protect faculty from retribution for expressing dissenting views (full-time faculty agreement, Article XXX; adjunct faculty agreement, Article XXVIII). The full-time faculty tenure provisions reinforce this principle. The [Faculty Organization Constitution](#) facilitates open discussion and debate through shared governance.

Students' freedom of expression extends beyond their classes. The [Student Code of Conduct Due Process Procedure](#) confirms that students have the same constitutional rights as other citizens and the same responsibilities, including not harassing, intimidating, or discriminating against others. The [Student Complaint Policy](#) provides a safe way to express dissatisfaction. [The Student Council's purpose](#) is to represent the students' best interests on College committees. The [Student Newspaper Board Constitution](#) protects newspaper board and staff rights under freedom of the press. Radio channel [WHFR 89.3](#) is independently run by HFC students and volunteers.

Freedom of expression by the public is also ensured, with provisions to safeguard the integrity of students' education. For example, [Bylaw 0123](#) (Philosophy of the Board) requires the Board to maintain "two-way communication with citizens." [Policy 7100](#) (Commercialism, Fundraising and Relations with Special Interest Groups) requires review "to ensure that ... activities promote student interests without advancing the special interests of any particular group."

Pursuing truth in teaching and learning depends not only on freedom of expression but also on well-

informed, responsible discussion and debate. Thus, the College insists on instructor expertise. The [full-time faculty bargaining agreement](#) establishes minimum education requirements, the involvement of faculty in the hiring and performance review of new instructors, and ongoing training and professional development (Articles IV.A., VI.B., VI.C., XVI, and XVII). The [adjunct faculty bargaining agreement](#) contains similar provisions (Articles XVII and XVIII). Certain programs, particularly in the career and technical areas, mandate continuing education and re-certification.

Students' "pursuit of truth" occurs within and beyond the classroom. The [Henry Ford II Honors Program](#), for example, includes Directed Studies, in which a student works with an Honors faculty advisor to determine an area of interest and conduct independent research. These students are encouraged to present or publish their work (e.g., Honors Day programs for [2016](#), [2017](#), [2018](#), and [2019](#)). Grant collaborations through the National Institute of Health, the Howard Hughes Medical Institute, and the Mellon Foundation enable dozens of students to participate each summer in authentic research at four-year partner institutions, such as Wayne State University, University of Michigan—Ann Arbor, University of Detroit Mercy, and Lawrence Technological University. HFC students in the [2018 Michigan Community College Summer Research Fellowship](#) experienced great success ([see winners](#)). Members of the Black Male and QUEENS Focus Group (a student club; see p. 20 of the [2018-2019 Student Handbook](#) and [focus group activities](#)) presented at several state and national conferences, such as the [Michigan Student Success Summit in September 2018](#). Also, student scholars regularly present their research at the annual Liberal Arts Network for Development Conference; their work and awards are featured in HFC's student-produced *Looking Glass* magazine ([2016](#), [2017](#), [2018](#), and [2019](#)) and in HFC's News and Events ([2015](#), [2016](#), and [2017](#)).

Subcomponent 3.B.5 further discusses student and faculty scholarship.

## Sources

---

- Black Males and QUEENS Focus Group Activities
- BOT - Bylaw 0120 HFC Powers and Philosophy
- BOT - Computer Systems Acceptable Use Policy
- BOT - Policy 5100 Intellectual Freedom
- BOT - Policy 7100 Commercialism Fundraising and Relations
- BOT - Student Code of Conduct Due Process Procedure
- BOT - Student Complaint Policy
- BOT - Use and Regulation of College Property Policy
- Facilities - Master Planning Committee Charge and Membership
- Faculty Org. - Constitution
- Faculty Org. - Senate Standing Committees 2018-2019
- Fine Arts - 2016 Looking Glass Magazine
- Fine Arts - 2017 Looking Glass Magazine
- Fine Arts - 2018 Looking Glass Magazine
- Fine Arts - 2019 Looking Glass Magazine
- HFC - 2018-2019 Standing Committees and Councils
- HFC - Summer 2018 MI Comm. College Research Fellowship Winners
- HFC Catalog - BIO-131 Intro to Biology Course Master
- HFC Catalog - MUS-127 Audio Mastering 1 Course Master
- HFC News - Black Male and QUEENS Focus Group - 09.28.18
- HFC News - Students Win Awards at 2015 LAND Conference

- HFC News - Students Win Awards at 2016 LAND Conference
- HFC News - Students Win Awards at 2017 LAND Conference
- Honors Day 2016
- Honors Day 2017
- Honors Day 2018
- Honors Day 2019
- HR - AFO Bargaining Agreement (2017-2021)
- HR - Local 1650 Bargaining Agreement (2016-2021)
- ITC - Committee Charge and Membership
- Operations Council - Bylaws - 06.21.16
- Student Affairs - 2018-2019 Student Handbook
- Student Complaint Policy and Procedures
- Student Newspaper - Board Constitution
- U-M LSA MI Community College Summer Research Fellowship
- Website - Henry Ford II Honors Program
- Website - Mission Vision Values
- Website - Our Board Supports HFC as a Welcoming College
- Website - Student Council Purpose and Policies
- Website - Student Policies Rights and Responsibilities
- WHFR Radio Supports Our Community

## 2.E - Core Component 2.E

---

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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

### Argument

---

#### 2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

College policies and practices ensure the integrity of research and scholarship. Examples follow.

- The [Standards of Conduct and Civility Policy](#) promotes accuracy. Transgressions include falsification of information, breach of confidentiality, and unauthorized recordings. The [procedures](#) explain employees' responsibility to report transgressions and possible disciplinary action.
- The [Public Records \(FOIA\) Policy](#) explains when information may be publicly disclosed and how.
- [Copyright Infringement Policies and Sanctions](#) apply to faculty and students. The Vice President of Academic Affairs regularly distributes a [statement on copyright compliance](#).
- In Fall 2014, a [Continuous Process Improvement Team report on data and integrity](#) at the College noted that with the expansion of the number of computer systems storing College data and information, inconsistencies had become significant. Consequently, the [Data Integrity Oversight Team \(DIOT\)](#) was created in 2015. This committee identifies and corrects inconsistencies and establishes policies to ensure integrity of data and other information in the future ([DIOT issues](#)).

In 2015, HFC's Institutional Review Board (IRB) was in its infancy. Good progress has been made. The IRB registered for Federal-wide Assurance in 2014 ([registration](#)). In 2016, drafts of the IRB charter and related forms were reviewed by the former Vice President of Legal Services, who requested revisions. Turnover in the Office of Legal Services and the Office of Strategy and Information delayed this work. From 2016 to 2018, the Vice President of Strategy and Information coordinated a [review process](#) for research requests and sent [letters](#) indicating protocol approval or denial.

Under [new leadership and restructuring](#), during which the Office of Strategy and Information became the Office of Institutional Research, Planning, and Accreditation, the IRB reconvened to update its [charter and standard operating procedures](#) and its [process and forms](#). The Vice President of Legal Services reviewed these documents and created the [IRB Policy](#), which the Board of Trustees approved at its September 2019 meeting. IRB information is publicly available ([IRB website](#)), and projects are [tracked](#).

The Office of Institutional Research, Planning, and Accreditation collects, analyzes, and disseminates College information and has a process for approving and fulfilling data requests.

### **2.E.2. Students are offered guidance in the ethical use of information resources.**

Through classes and other sources of support, students are guided in responsible research and use of information, consistent with the [Critical Thinking/Information Literacy Institutional Learning Outcome](#).

Three writing courses belong to two of the [General Education Categories](#) and are part of the [Michigan Transfer Agreement](#). Degree-seeking students take English 131 (Introduction to College Writing), which has two information literacy learning outcomes:

- Define a research interest and develop it using multiple sources, using clear documentation.
- Identify, summarize, and synthesize a limited number of trustworthy sources pertinent to a topic.

After English 131, students may take English 132 (College Writing and Research) or English 135 (Business and Technical Writing and Research). Both pursue more advanced information literacy skills.

Some programs provide discipline-specific ethics instruction. They include Philosophy 139 (Ethics), Paralegal 110 (Legal Ethics), and components of classes in the Speech, Journalism, Telecommunication, and Health Careers programs. The Science Department distributes the document [Ethical Use of Information in Science Coursework](#).

Eshleman Library provides [instructional sessions](#), class tours, individual support from a reference librarian in person or via email, and [citation guides](#). The library's [2016-2017](#) and [2017-2018](#) Annual Reports discuss the services and usage. The [Learning Lab](#) and [Writing Center](#) provide tutoring that may include guidance on ethical use of data and other information.

### **2.E.3. The institution has and enforces policies on academic dishonesty and integrity.**

The College proactively informs students about the [Academic Dishonesty Policy](#), which appears in the [Student Handbook](#) and on the [Student Consumer Information](#) webpage. This policy defines plagiarism, other forms of cheating, and disciplinary action. All course syllabi must include this policy. The English Department has additional policies for all English syllabi ([Syllabus Checklist](#), p. 2). Students charged with academic dishonesty may appeal through the [Student Complaint Policy and Procedures](#).

Academic dishonesty cases are documented. The Registrar's office records cases reported by instructors and by the Student Conduct and Compliance Supervisor ([Fall 2015-Fall 2018 statistics](#)). Two recorded cases of academic dishonesty will result in a student's suspension and notation on his or her transcript.

## **Sources**

---

- BOT - Computer Systems Acceptable Use Policy
- BOT - Institutional Review Board Policy

- BOT - Policy 3200 Privacy and Confidentiality
- BOT - Policy 8500 Academic Dishonesty
- BOT - Public Records (FOIA) Policy
- BOT - Standards of Conduct and Civility Policy
- CASL - 2019 ILO Charge
- CPI - Fall 2014 - Data Integrity
- DIOT - Charge and Membership
- DIOT - Issue List
- English - Syllabus Checklist
- Enrollment Services - Academic Dishonesty Fall 2015-Fall 2018
- Eshleman Library - Annual Report 2016-2017
- Eshleman Library - Annual Report 2017-2018
- HFC - Copyright Infringement Policies and Sanctions Policy
- HFC - Fall 2018 Copyright Act Memo
- HFC - Procedure to Standards of Conduct and Civility Policy
- HFC - Research Project Approval Form (pre-2019)
- HFC Catalog - General Education Categories
- HR - New Employee Orientation - Agenda - 05.16.17
- IRB - Charter and Standard Operating Procedures
- IRB - Forms and Directions
- IRB - Project Tracking
- IRB - Registration 2014
- IRB - Sample Letter of Approval
- Pres. Comm. - College Reorganization Updates 9.10.18
- Science - Ethical Use of Information in Science Coursework
- Student Affairs - 2018-2019 Student Handbook
- Student Complaint Policy and Procedures
- Website - Citation Guides
- Website - Eshleman Library Instruction
- Website - HFC Learning Lab
- Website - Institutional Review Board
- Website - Michigan Transfer Agreement
- Website - Student Consumer Information
- Website - Writing Center

## **2.S - Criterion 2 - Summary**

---

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

### **Summary**

---

The College's integrity is established and protected in many ways.

Transparency is key. The College (including the Board) is accountable to its stakeholders and operates the institution with their best interests in mind. Information about policies, procedures, and use of financial and other resources is available through the College website, at open meetings of the Board of Trustees, and through instruction.

Providing access to comprehensive information on College and program accreditation, academics, and external partnerships enables informed decision making by students and their families.

Through its learning objectives, academic integrity policy, and Institutional Review Board, the College emphasizes freedom of expression and responsible research that are critical to the pursuit of truth. Informed debate and decision making modeled by the Board of Trustees permeates all areas of the institution.

Contract provisions, employment policies, and training help create a safe work environment that also provides resources for employees to grow and succeed.

### **Sources**

---

*There are no sources.*

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

---

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

### 3.A - Core Component 3.A

---

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

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

### Argument

---

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

Faculty drive curriculum development and assessment to meet transfer institutions' expectations, industry and employer standards, and federal mandates.

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 consistency across course sections, instructors, and delivery methods.

The [Curriculum Management website](#) and [handbook](#) provide employee access to information about curriculum and assessment. Faculty who are proposing new curriculum follow a standardized [proposal process](#) (pp. 1-8) to ensure completeness and alignment with HFC's mission and strategic plan. Proposing new programs is similar but also addresses criteria such as employment prospects ([proposal process](#), pp. 9-18). In the [curriculum approval procedure](#), administrators and faculty collaborate.

Course masters undergo a mandatory [five-year review](#) that stresses peer review. Learning outcomes at the course, general education, and program levels build gradually for students to achieve Institutional Learning Outcomes (ILOs; see [Learning Outcome Relationships](#)). ILOs are also reviewed and updated every five years.

Pathways to certificates and degrees require appropriate levels of performance. Participation in the [Michigan Transfer Agreement](#) and [articulation](#) and [reverse transfer agreements](#) with many colleges and universities in Michigan prove that HFC's requirements meet higher education standards. High school students in the [International Baccalaureate](#), [direct or AP credit](#), and [Early College programs](#) must achieve the same outcomes as students with high school diplomas or the



equivalent credentials. 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](#). The [application process and terms of agreement](#) ensure that credit awarded is appropriate for HFC's college-level curriculum.

Comprehensive [five-year program reviews](#) ensure quality. They assess Program Learning Outcomes (PLOs) and analyze student and institutional data, expenditures, employment trends and forecasts, and alignment with HLC's accreditation criteria. SWOT analyses also guide program development and revision. [Advisory committees](#) include both internal and external stakeholders to maintain program integrity and currency. These committees annually review the PLOs and program review documents.

When HLC last visited, the program review process was new, and few programs had been reviewed. Progress has been substantial. Annually, several programs are scheduled for review ([program review schedule and tracker](#)). Nursing provides one example of the program review's effectiveness. After Nursing implemented its improvement plan ([Program Review](#), 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 demonstrate distinct levels of learning.

The [Degree Types](#) section of the College Catalog explains differences in credit requirements. Transfer and bachelor's degree programs require more general education credits (30) than the associate in applied arts or science programs or the Associate Degree in General Studies (15), which are designed to be terminal degrees. Certificates focus on workplace skills needed for employment or promotion and thus do not have general education requirements. The total credit hours for certificate, associate degree, and bachelor's degree programs (see [list](#)) also reflects their levels of learning. [Culinary Arts](#) demonstrates well the tiered levels of learning that correspond to certificates, associate degrees, and the bachelor's degree.

In 2015, HLC voiced concerns about vague certificate program descriptions ([Reaffirmation Review](#), pp. 21-22). In 2015-2016, the College Catalog began listing Program Learning Outcomes for both degrees and certificates (e.g., [Biotechnology Certificate of Achievement Program](#)).

Changing the [Associate in General Studies \(AGS\)](#) from a transfer to a terminal degree was proposed in Fall 2018 and approved by the School of Liberal Arts in 2019. As a transfer degree, the AGS had very low retention and completion. It required more general education courses than the Associate in Arts Degree, and students tended to complete all requirements except for 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.

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 [Michigan Transfer Agreement \(MTA\) Certificate](#) (30 credit hours) plus 12-18

credits in the student's major and 15 elective credits, including 3 credits in computer technology (e.g., Associate in Arts Degree in [Psychology](#)). Because they have articulation agreements with specific bachelor's degree programs, they transfer in their entirety. Success in 60 programs provide more structure to students than the AGS, which may encourage 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](#) regardless of location or delivery method. Faculty must follow course masters to ensure consistency (subcomponent 3.A.1).

High school students' learning parallels other students' learning. College classes are taught by HFC instructors. High school students take classes with adult students to experience college-level discussion and collaboration. A limited number of courses for concurrent high school and HFC credits are taught at the high school (see [list](#)); the high school teacher has HFC's [required 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. Course masters and HFC instructor oversight ensure quality and consistency at all sites.

- Per the State of Michigan Board of Nursing requirements, in the Nursing Program, one faculty member supervises 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, evaluate, and provide feedback on students' performance.
- Clinical instructors report to HFC's Program Director or Clinical Coordinator (see job descriptions for [Academic Coordinator of Clinical Education—Physical Therapist Assistant \(PTA\) Program](#) and [Clinical Coordinator—Radiographer Program](#)). Clinical Coordinators ensure consistency across placement sites in the EMT—Basic and Paramedic, Pharmacy Technician, Physical Therapy Assistant, Ophthalmic Technician, Respiratory Therapist, Medical Assistant, and Lactation Consultant programs. The [PTA Program Clinical Education Manual](#) defines students' and Clinical Coordinators' responsibilities and field-specific standards.
- 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 to achieve the same outcomes at all sites (see [letter to the practicum site](#), [the student agreement](#), and the [midterm and final student assessments](#)).

The mode of delivery does not affect course and program integrity.

[The full-time faculty bargaining agreement](#) asserts faculty's authority over online courses (Article XII.B.1) and mandates that, like on-campus and hybrid courses, student evaluation of online courses, using a similar [tool](#) (Article XXI.B.9).

Academic policies and procedures supplement contractual agreements. 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, pp. 22-24](#)). When the College reorganized into departments within schools, division processes were streamlined. Now each school has procedures and criteria for offering and evaluating online courses and programs (see the [School of Liberal Arts](#), [School of Health and Human Services](#), and [School of Business, Entrepreneurship, and Professional Development](#)) and the [policies](#) and [Online Course Evaluation Summary](#) of the School of Science, Technology, Engineering, and Math.

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.” While some minor differences exist between schools, common content prevails, including similar, rigorous course evaluation rubrics (based on the [Quality Matters](#) and [Instructional Technology Committee’s rubrics](#)) and proven technical skills and training of instructors prior to teaching online.

Furthermore, HFC is approved by Michigan’s Licensing and Regulation Affairs to participate in the State Authorization Reciprocity Agreement (SARA; see [license](#) and [Key Attributes of SARA](#)). Participating institutions follow the [Interregional Guidelines for the Evaluation of Distance Education](#), which include standards for ensuring equivalent rigor in online and traditional courses and for faculty qualifications to teach online.

## Sources

---

- Academic Affairs - Course Master Review Process
- Academic Affairs - Curriculum and Contact Hours
- Academic Affairs - Curriculum Development and Approval Procedure
- BEPD - Online Quality Assurance Guidelines
- CASL - Learning Outcomes Relationships
- Culinary Arts - Stack Your Credentials
- Enrollment Services - FA15-WI19 Dual Enrollment Courses Taught Off-Campus
- Health Careers - PTA Clinical Education Handbook
- HFC - Advisory Committees 2018-2019
- HFC - Curriculum Proposal Process
- HFC Catalog - 2019-2020 Programs
- HFC Catalog - Articulation Agreements
- HFC Catalog - Biotechnology Certificate of Achievement
- HFC Catalog - CPCLL International Baccalaureate
- HFC Catalog - Curriculum Management Handbook
- HFC Catalog - Curriculum Management Website
- HFC Catalog - Degree Types.pdf
- HFC Catalog - General Studies
- HFC Catalog - Liberal Arts-Journalism
- HFC Catalog - Liberal Arts-Psychology
- HFC Catalog - Michigan Transfer Agreement Certificate
- HHS - Online Quality Assurance Guidelines
- HLC - 2015 Reaffirmation Review Final Report

- HR - Dual Credit Faculty Credentials
- HR - Job Description - PTA Academic Coordinator Clinical Education
- HR - Job Description - RAD Clinical Coordinator
- HR - Local 1650 Bargaining Agreement (2016-2021)
- Interregional Guidelines for Evaluation of Distance Education
- Key Attributes of State Authorization Reciprocity Agreement
- Local 1650 - Evaluation of Online Instruction for Full-Time Faculty
- Nursing - Program Review 2013-2014
- Online Learning - Online Quality Matters Rubric
- Online Learning - Quality Guidelines for Online Teaching
- Online Learning - State Authorization Reciprocity Agreement
- Online Learning - Steering Committee 2016 Final Report
- Pre-Education - Practicum Mid-Term and Final Assessments
- Pre-Education - Practicum Site Letter
- Pre-Education - Student Agreement
- Program Review - Schedule and Tracker
- Program Review Handbook 2018-2019
- SoLA - Online Quality Assurance Guidelines
- STEM - Online Course Evaluations Committee Report
- STEM - Online Quality Assurance Guidelines
- Website - College for High School Students
- Website - Michigan Transfer Agreement
- Website - Reverse Transfer Agreements
- Website - Secondary Partnerships
- WFPD - Collegiate Partnerships Secondary Articulation Packet

## 3.B - Core Component 3.B

---

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

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

### Argument

---

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

The [Committee for the Assessment of Student Learning—Institutional Learning Outcomes](#) (CASL—ILO) shows how the general education program aligns with the College's mission and curriculum.

HFC's conception of "general education" has morphed. In 2015, HLC noted inadequate integration and assessment of general education at the program level ([Reaffirmation Review](#), p. 30).

Furthermore, the College needed to clarify and align requirements with the [Michigan Transfer Agreement](#) (MTA). "General education" refers to courses that align with the [MTA categories](#). Each program must define its general education minimum requirements, which must be achievable through the MTA ([MTA and General Education Alignment](#)).

While "general education" focuses on maximizing transfer of course credits, the [ILOs](#) define the knowledge and skills expected of all graduates, regardless of degree. ILOs occur in courses and degree programs across the curriculum (see [graphic](#)). ILOs are assessed at the course and institutional levels.

[General Education versus ILOs](#) summarizes this transition, which was spearheaded by an Academic Affairs task force and approved by the Faculty Organization and the President.

The ILOs align with the [mission statement](#) (see [Mission Statement Relationship to Learning Outcomes](#)).

A cross section of faculty developed ILO rubrics to establish consistent standards across the college:

[Civil Society and Culture—US and Global](#), [Communication—Written and Oral](#), [Computer Technology](#), [Critical Thinking and Information Literacy](#), and [Quantitative Literacy](#). Levels of student mastery are documented according to the IDC model, where students are introduced to, develop, and become competent in an outcome (e.g., [Pre-Engineering](#), [Respiratory Therapist](#), and [Fitness Leadership](#) mapping of ILOs to program curricula). The ILOs and rubrics are reevaluated 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 ILOs are rooted in College [mission](#) and a consistent focus of professional development, curriculum creation, and pedagogical discussions. [Co-Curricular Learning Outcomes](#) (CCLOs) reinforce the ILOs and are similarly assessed ([Learning Outcomes Relationships](#)).

As the framework for assessment, CASL adopted the [three-step process](#) of [Dr. Barbara Walvoord](#): (1) identify outcome, (2) gather evidence, and (3) analyze and act on that evidence to advance learning (see [flowchart](#)). This straightforward method yields concrete data for analysis.

In its [2015 Reaffirmation Review](#) (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 addressed these concerns in several ways.

In the 2015-2016 academic year, CASL was accepted to participate in HLC's four-year Assessment Academy ([CASL's 2015-2016 Annual Report](#), pp. 6-8; [HLC Academy Assessment Project](#)). HFC participants (CASL co-chairs and other faculty members) identified three 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" ([Cultural Transformation Plan](#)).

The ILOs are being publicized to increase faculty and student awareness. Strategies include the following:

- [CASL presentation to Faculty Organization](#),
- maintenance of an [internal CASL website](#) for employees and an [external website for the public](#),
- faculty training (on-campus assessment conferences in [2015](#), [2016](#), and [2017](#)),
- ILO-focused discussions (e.g., [oral communication](#) and the Composition Conversation Series —[working with ESL students](#) and [teaching source integration](#)),
- Spotlight on Program Improvements ([2015-2016 Annual Report](#), pp. 4-5; [2016-2017 Annual Report](#), p. 4),
- introduction of ILOs and explanation their significance at [new student orientations](#) (slides 10-12),
- student-featured videos, which have been created but not yet distributed,
- [posters](#) and [bookmarks](#) that summarize the outcomes and their lifelong significance for students, and
- CASL's attendance at advisory committees to explain the ILOs and get feedback (subcomponent 4.B.1).

Instructors have been adjusting their curriculum. For example, course masters and syllabi must include measurable course learning outcomes. However, most students haven't understood the relationship between course outcomes and ILOs. Therefore, during a [course master review](#) in 2018, the English Department streamlined the learning objectives and expressed them using the same, student-friendly terminology as the ILOs. Contrast the [previous English 131](#) course master with the [current one](#). 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 [ILOs](#) clearly align with HLC's expectations:

Skills Expected by HLC	Corresponding College ILOs
Collecting, analyzing, and communicating information	<ul style="list-style-type: none"> <li>• Communication—Written and Oral</li> <li>• Critical Thinking and Information Literacy</li> <li>• Computer Technology</li> </ul>
Mastering modes of inquiry or creative work	<ul style="list-style-type: none"> <li>• Civil Society and Culture—U.S. and Global</li> <li>• Computer Technology</li> <li>• Critical Thinking and Information Literacy</li> <li>• Quantitative Literacy</li> </ul>
Developing skills adaptable to changing environments	<ul style="list-style-type: none"> <li>• Communication—Written and Oral</li> <li>• Computer Technology</li> <li>• Critical Thinking and Information Literacy</li> <li>• Quantitative Literacy</li> </ul>

Below are a few of many examples of students' applying these skills.

- In the Computer Information Systems (CIS) and Web Development areas, students take [CIS 294—Software Engineering](#). They complete a capstone project where they collect data from an external client, develop requirements for the project, and present the prototypes based on their data analysis. The project uses an Agile-like approach to accommodate changes in requirements as the project proceeds.
- Students in [BIO 152—Cell and Molecular Biology](#) 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](#), students rebrand a business by researching stakeholder and market needs, competitors, marketing strategies, and more. See, for example, the [project process binder](#).
- Students in the [Telecommunication Program](#) 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. See [syllabus](#).
- The students in the [Physical Therapist Assistant Program](#) use information gathered from clinical sites and the literature to develop a progressive treatment plan for a specific patient and diagnosis and then present the plan to the class.

### **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](#) shows, this diversity focus is long-standing.

Two of the [MTA general education categories](#) align especially well with human and cultural diversity: Category 4— Social Sciences and Category 5—Humanities and Fine Arts. Also, the [Civil Society and Culture—U.S. and Global ILO](#) explicitly focuses on “social (economic, political and cultural) issues, patterns of diversity, or aspects of inequality.” Diversity is one of the [Co-Curricular Learning Outcomes](#).

Many courses and programs examine diversity in real-world contexts (e.g., [BBA 250—International Business](#), [SOC 251—Ethnic and Racial Diversity in Society](#), [POLS 200—Introduction to Peace and Conflict Studies](#), and courses in World Languages, History, and Psychology). Two of the Community Leadership Program's learning outcomes are particularly relevant:

- Compare and contrast justice movements for reform and liberation, and what makes a movement a movement.
- Describe different community organizing models and cultures, including theory, practice, structure, and leadership.

Study abroad opportunities deepen multicultural understanding. For example, in August 2015, students in [BBA 290—Study Abroad in International Business](#) traveled to China as part of the PathPro Project coordinated by the China Education Association for International Exchange. As stated in [Board Report 4211](#), “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.”

Through [Honors Directed Study Abroad \(see projects\)](#) and [Honors Directed Study—Service Learning](#), students have worked with diverse communities, including volunteering at Freedom House Detroit, which provides shelter and support for asylum seekers (see other [external partners](#)).

### **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, faculty and students pursue knowledge, scholarship, and creativity.

Non-classroom opportunities for faculty enrich teaching. They include the following:

- [Sabbatical projects](#)
- [Faculty lectureships](#) (one or two awarded annually)
- [Professional engagement](#) (partial list)
- [Conference attendance](#) (partial list; full-time faculty)
- [Achievement of advanced credentials](#) (full-time faculty)

Contractual agreements support these activities ([full-time faculty bargaining agreement](#), Articles XVI (Professional Improvement) and XVIII.A (Professional Leaves of Absence); [adjunct faculty bargaining agreement](#), 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 the [music](#) and [theater productions](#), the *Looking Glass* magazine ([2016](#), [2017](#), [2018](#), and [2019](#)), the [Mirror News](#) (winner of [24 awards](#) at the 2019 Michigan Community College Press Association Conference), and presentations and awards at the Liberal Arts Network for Development conferences (see awards for [2015](#), [2016](#), [2017](#), [2018](#), and [2019](#) and conference summaries for [2018](#) and [2019](#)). The annual 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 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, complying with industry guidelines. In the Associate in Applied Science Degree in Biotechnology, students complete an internship, conducting research in academic or industry labs and presenting their experiences and research to a College audience. HFC students have also been awarded the [Michigan Community College Research Fellowship](#) and have researched sophisticated scientific, sociological, and political topics.

Academically rigorous [Honors Program](#) projects and presentations run the gamut of topics and disciplines (Honors Day programs for [2016](#), [2017](#), [2018](#), and [2019](#); [examples of Honors presentation abstracts and research sources](#)). 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. 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 pays \$4,000-\$5,000 over ten weeks.

Discipline-specific evidence of student scholarship and success takes several forms. Examples follow:

- In ENGR 130—Introduction to Engineering (a core course requirement in the Pre-Engineering and Engineering Technology programs), students collaborate to develop prototypes of solutions to real-world problems that they have identified and then enter their projects in biannual HFC Engineering competitions. For three consecutive years, HFC teams were among the top ten finalists in the Community College Innovation Challenge (CCIC), and they participated in the National Science Foundation's CCIC Camp in [2015](#), [2016](#), and [2017](#).

- Pre-Education Honors students conduct original research and present at conferences sponsored by organizations such as the American Education Research Association, American Psychological Society, and National Council for the Social Studies.
- The National Kitchen and Bath Association's North American [student design competition](#) drew 27 colleges and universities. An HFC Interior Design student placed second and received an award and a scholarship (see [winners](#)).

The [Black Male and QUEENS Focus Group](#)'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](#), 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 responding to 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.

## Sources

---

- Academic Affairs - Course Master Review Process
- Academic Affairs - FT Faculty Professional Development and Conferences
- Assessment - Curriculum Vitae - Barbara E. Walvoord
- Assessment - Presentation - Assessment Academy HLC Project
- Black Males and QUEENS Focus Group Activities
- BOT - Report 4150 - 04.20.15
- BOT - Report 4211 - 09.21.15
- CASL - 2015-2016 Annual Report
- CASL - 2016-2017 Annual Report
- CASL - 2019 ILO Charge
- CASL - 3 Step Assessment Process
- CASL - Assessment Handbook - 01.28.19
- CASL - Assessment Path Flowchart
- CASL - Brown Bag Discussion Flyer - 09.19 and 9.20.18
- CASL - Civil Society and Culture Rubric
- CASL - Co-Curricular Learning Outcomes
- CASL - Computer Technology Rubric
- CASL - Critical Thinking and Information Literacy Rubric
- CASL - Cultural Transformation Plan - 05.2019
- CASL - Gen Ed VS. ILOs - 08.01.17
- CASL - ILO Bookmark
- CASL - ILO May 2019 Faculty Org Presentation
- CASL - ILO Posters
- CASL - ILO Student Workshop - 11.27.18

- CASL - Learning Outcomes Relationships
- CASL - Mini Conference Flyer 2015
- CASL - Mini Conference Flyer 2016
- CASL - Mini Conference Flyer 2017
- CASL - Mission Statement Relationship
- CASL - MTA-Gen Ed Alignment
- CASL - Oral Communication Rubric
- CASL - Program Assessment - ILO 5-Year Plan
- CASL - Quantitative Literacy Rubric
- CASL - Teaching Source Integration - Composition Conversation Series
- CASL - Working with ESL Students - Composition Conversation Series
- CASL - Written Communication Rubric
- Enrollment Services - 2019 New Student Orientation Presentation
- Faculty Senate - Faculty Lectureship Awards
- Fine Arts - 2016 Looking Glass Magazine
- Fine Arts - 2017 Looking Glass Magazine
- Fine Arts - 2018 Looking Glass Magazine
- Fine Arts - 2018-2019 NKBA Student Design Competition
- Fine Arts - 2019 Looking Glass Magazine
- Fine Arts - Music Concert Calendars 2015-2019
- Fine Arts - NKBA Educators Webinar - Design Competition Winners
- Fine Arts - Theater Productions 2015-2019
- FT Faculty Sabbaticals
- Graphic Design Project Process Binder
- HFC - Feb 2018 LAND Conference Summary
- HFC - Feb 2019 LAND Conference Summary
- HFC - Professional Engagement by School
- HFC - Summer 2018 MI Comm. College Research Fellowship Winners
- HFC Catalog - BBA 250 International Business Course Master
- HFC Catalog - BBA-290 Study Abroad in International Business CM
- HFC Catalog - BIO-152 Cell and Molecular Biology CM
- HFC Catalog - CIS 294 Software Engineering Course Master
- HFC Catalog - ENG 131 Intro to College Writing CM - Current
- HFC Catalog - ENG-131 Intro to College Writing Course Master - Former.pdf
- HFC Catalog - General Education Categories
- HFC Catalog - Graphic Design
- HFC Catalog - HON-235 Honors Directed Study Abroad CM
- HFC Catalog - HON-236 Honors Directed Study-Service Learning CM
- HFC Catalog - Physical Therapist Assistant
- HFC Catalog - POLS-200 Intro to Peace and Conflict Studies CM
- HFC Catalog - SOC 251 Ethnic and Racial Diversity in Society CM
- HFC Catalog - Telecommunication
- HFC News - 2015 Community College Innovation Challenge
- HFC News - 2016 Community College Innovation Challenge
- HFC News - 2017 Community College Innovation Challenge
- HFC News - Students Win Awards at 2015 LAND Conference
- HFC News - Students Win Awards at 2016 LAND Conference
- HFC News - Students Win Awards at 2017 LAND Conference
- HFC News - Students Win Awards at 2018 LAND Conference

- HFC News - Students Win Awards at 2019 LAND Conference
- HFC News - The Mirror News wins 24 state awards
- HLC - 2015 Reaffirmation Review Final Report
- Honors - HON 235 Directed Study Abroad Projects
- Honors Day 2016
- Honors Day 2017
- Honors Day 2018
- Honors Day 2019
- Honors Presentation Abstracts
- Honors Service Learning Partnerships
- HR - AFO Bargaining Agreement (2017-2021)
- HR - FT Faculty Advanced Degrees 2014-2019
- HR - Local 1650 Bargaining Agreement (2016-2021)
- ILO-IDC Mapping Fitness Leadership Program
- ILO-IDC Mapping Pre-Engineering Program
- ILO-IDC Mapping Respiratory Therapist Program
- Mirror News - Vol 43 Issue 10
- TCM 241 - Fall 2019 Syllabus
- Website - Assessment of Student Learning
- Website - CASL Employee Portal
- Website - HCC Black Brown and College Bound Summit
- Website - Henry Ford II Honors Program
- Website - Journal of Innovative Ideas in Engineering and Technology
- Website - Michigan Transfer Agreement
- Website - Mission Vision Values

## 3.C - Core Component 3.C

---

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

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

### Argument

---

**3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in the assessment of student learning.**

Even given its decline since 2015, a sufficient number of faculty exists to fulfill their classroom and non-classroom 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](#) numbers, 2014-2019.

Articles IV.B and IV.C in the [full-time faculty bargaining agreement](#) aim to maintain an adequate number of full-time faculty.

#### Employee Hiring and Continuity

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

The [full-time faculty bargaining agreement](#) (Article IV.A) states the preferred minimum educational requirement: “a Master’s Degree in subject matter, or its equivalent, directly related to the teaching job being filled.” The [adjunct faculty bargaining agreement](#) (Article XIII.A) stipulates 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 specific teaching requirements in their areas ([list of courses with requisite credentials](#)). They participate in screening

and recommending academic and student support administrators ([Faculty Organization Constitution](#), Article VI).

Contractual language helps retain qualified faculty through conditions of probation and tenure ([full-time faculty bargaining agreement](#), Article VI) and through provisions for probationary and senior adjunct status ([adjunct faculty bargaining agreement](#), Articles XIII-XV).

## Curriculum

Faculty drive curriculum development and assessment.

The [Curriculum Development and Approval Procedure](#) begins in departments, where faculty create course masters for new courses ([Curriculum Proposal Process](#), pp. 1-8). The process for approving and ultimately activating these courses involves further collaboration and vetting and involves all stakeholders, with faculty at the fore. Faculty play a prominent role in each school's Instructional Leadership Team and constitute the Curriculum Committee, wherein college-wide peer review occurs. This process results from reorganization of the Academic Affairs area. Precisely defining the steps and roles of each group improved consistency and efficiency.

The program creation process is similar to the course development process, including creation of a Program Master ([Curriculum Proposal Process](#), pp. 9-18).

Faculty-developed curriculum encourages innovation. For example, in the Pre-Elementary Education Program, students take Mathematics for Elementary Teachers I and II. To improve course outcomes, an HFC Math instructor participated in the Student Success Through Evidence-Based Pedagogies (SSTEP) Fellows Program and collaborated with instructors at Wayne State University to revise the curriculum ([EMINENT: Effective Mathematics Instruction for Learning and Teaching](#)). HFC student pass rates increased from 75% in Fall 2015 to 100% in Winter 2017. This project was presented at the Michigan Chapter of the Association of Mathematics Teacher Educators' Conversations among Colleagues ([Developing Knowledge of Mathematics and Mathematical Practices for Teaching](#)).

Faculty regularly evaluate courses and programs.

Under the [Curriculum Committee](#) (whose voting members are faculty), at least every five years, course masters are reviewed, updated, deactivated, or eliminated ([Course Master Review Process](#)). The process maximizes faculty input. School reviews are staggered for manageability. 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](#)).

Programs are also reviewed at least every five years on a staggered [schedule](#), with strong faculty involvement ([Program Review Handbook](#), p. 3).

Two [Faculty Senate standing committees](#) oversee assessment of student learning: [Committee for the Assessment of Student Learning \(CASL\)—Institutional Learning Outcomes \(ILOs\)](#) and [CASL—Programs](#). Each consists primarily of full-time and adjunct faculty from across the curriculum. ILO and Program Learning Outcome assessment occurs on five-year, staggered cycles ([CASL Handbook](#)). While CASL facilitates the process, faculty throughout the College create and implement assessment plans.

## Governance

Faculty participate in shared governance. Full-time faculty are required to participate in governance ([full-time bargaining agreement](#), Articles VI.B.2 and XI.C), and adjunct faculty are strongly encouraged to participate and are compensated ([memorandum of agreement](#)).

The [Faculty Organization Constitution](#) (Articles III.A.2 and III.A.3) defines governance over academic policies and procedures. Adjunct faculty hold elected positions on many [Faculty Senate standing committees](#) and participate as walk-on members. Adjunct faculty belong to the Faculty Organization; some have voting rights ([Constitution](#), Articles II.B.1, II.B.3, and II.B.4).

Faculty are involved in non-academic affairs. Article III.A of the [Constitution](#) lists examples and specifies faculty representation on relevant committees, task forces, and other working groups.

The [Shared Leadership Structure](#) depicts a more holistic view of faculty involvement. When the College adopted this structure in 2014, it dissolved the College Organization, which consisted of faculty and administrators. Standing committees were reclassified as reporting to the Faculty Senate or the College at large depending on required expertise.

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

Subcomponent 3.C.1 reveals how faculty teaching requirements are determined and tracked. Each school documents [qualifications by course](#). The Office of Human Resources maintains records of [faculty credentials](#). (See [adjunct hiring guide](#) and [HR - Credentialing Process](#).) 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 satisfy HFC's [teaching qualifications](#).

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

Instructors' teaching and participation in shared governance are regularly evaluated.

## Full-time Faculty

During the four-year probationary period, full-time instructors are evaluated primarily on teaching performance in the first 2½ years; in the remaining 1½ years, they are also evaluated on their participation in governance ([full-time faculty bargaining agreement](#), Article VI.B). An administrator must 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. Probationary instructors, like tenured instructors, are also evaluated by students every semester. Finally, each area has a Peer Mentor Committee consisting 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 in several ways ([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](#) for each section. In on-campus and hybrid courses, evaluations are completed in class, without the instructor present. In online classes, students complete an anonymous [online evaluation form](#). Recently, security of the

online evaluation became a concern. It was taken offline for revision in Fall 2018. 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 exploring whether to use online class evaluations for on-campus and hybrid classes, too. Ease of data gathering and distribution will be evaluated alongside security and effect on response rates.

In the full-time instructor evaluation process, Peer Mentor Committees 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 consecutive 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, full-time faculty complete an extensive [self-evaluation](#), which is reviewed by the Peer Mentor Committees. Peer interventions with improvement plans occur as needed.

### Adjunct Faculty

Probationary and senior adjunct faculty are regularly evaluated.

During the probationary period (8 semesters or 3 years, whichever is longer; [adjunct faculty bargaining agreement](#), 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.

All adjunct faculty are evaluated by students, through an updated process that is more efficient and informative than the prior process. In the past, the Office of Human Resources (HR) coordinated the distribution of the [evaluation](#) 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 assessed the process and identified 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](#) 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 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.

### **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.**

Professional development factors into faculty performance evaluation. Instructors are expected to remain current in their disciplines and teaching theories and practices. The College provides financial and other types of support.

[Third-party accreditation](#), [advisory committees](#), and/or [internal program reviews](#) assess the currency of instructors' credentials and teaching effectiveness.



Continued education and certification may be funded by Perkins grants for Career and Technical Programs (see [award letters](#) and [project summaries](#) for 2015-2019) and through provisions in the [full-time faculty bargaining agreement](#) (Articles XVI and XVIII.A) and [adjunct faculty bargaining agreement](#) (Article XVIII). Financial assistance from the College includes reimbursement for conferences and tuition, for professional expenses such as membership dues, and for teaching-related computer hardware and software. Adjunct faculty receive compensation for attending on-campus professional development activities. See examples of faculty [conferences](#), [sabbaticals](#), and [lectureship awards](#) as well as [memberships and offices](#) 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, featuring topic experts. 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](#) (CTEI) is 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 re-assumed their role as directors and reinvigorated the CTEI ([2017-2018 Annual Report](#)). Collaborating with a faculty [Advisory Board](#), the directors assess faculty 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, faculty learning communities, and mini-conferences led by nationally recognized experts in pedagogy (collaboration with University of Michigan—Dearborn has made these conferences especially fulfilling and affordable). See [CTEI event examples](#), which also show collaboration with other areas on campus.

The CTEI orients new faculty through HFC 101, which focuses on the cultures of HFC and the students it serves, College policies and procedures, and pedagogy. A quasi-learning community develops for new faculty.

The CTEI's online presence has grown significantly. The current directors maintain a [website](#) that provides event calendars, helpful tips and quick readings, and other internal and external resources. The CTEI also uses social media and apps such as Remind for publicity and communication.

Departments offer discipline-specific professional development. For example, the Math Colloquium occurs several times a semester (see [Fall 2018](#) and [Winter 2019](#)), and the Physical Therapy, Pre-Education, and Ophthalmic programs hold annual conferences. Also, the Science Department has [science safety training](#).

The [Instructional Technology Committee](#) (ITC) promotes use of technology to improve student learning. Its membership includes faculty, e-Learning support staff, and administrators. The ITC's major initiatives have included documenting school policies and procedures for creating and teaching online courses (subcomponent 3.A.3), developing a course to orient students to online learning, and developing a course to qualify faculty to be online instructors.

Developing the online course for faculty was delayed by changes in the College's organizational

structure. Under the former Teaching and Learning Services (TLS) Department, the ITC worked on creating an in-house Preparing to Teach Online (PTTO) course, which became unwieldy ([September 2018 minutes](#)). When TLS was replaced by the Academic Services Department, 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](#) provided by the Education Technology Organization of Michigan (ETOM) and Michigan Colleges Online. Ultimately, the ITC decided that creating its own course using the College's Learning Management System (LMS) would be more efficient, effective, and affordable (see [PTTO Proposal](#) and [ETOM Online Certificate Pros and Cons](#)). A subcommittee of the ITC created this course (see [syllabus](#)), which launches in Fall 2019.

The Academic Services Department provides more effective leadership on e-learning initiatives than TLS did. The e-Instructional Designers now report to the [e-Learning Manager](#) and the [Director of Academic Services](#), who are developing a training plan ([March 2019 ITC minutes](#)). Also, to supplement in-person training on using the LMS, online modules exist on demand.

Since 2015, Federal accessibility standards for online learning and electronically shared content have required extensive faculty training. The Academic Services Department has been offering training on the importance of accessibility and strategies for achieving it. See, for example, [Instructional Technology Accessibility Support](#) and [instructions for accessibility in the Moodle LMS](#), in [Word](#), and in [PowerPoint](#). Faculty have also trained through external resources. In Winter 2018, several faculty joined e-learning support staff in taking a four-week course: the [Accessibility MOOC: Inclusive Online Course Design](#).

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

Faculty are available to students.

Full-time faculty hold weekly, drop-in office hours ([bargaining agreement](#), Article IX.B), which are announced in syllabi and posted on office doors, and meet with students by appointment. While adjunct faculty are not required to hold office hours, their [bargaining agreement](#) requires that they have resources 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](#) and [English 131—Introduction to College Writing](#), require or strongly encourage one-on-one student conferences as well.

For students off campus, the online directory and course syllabi give email addresses and phone numbers. Email, chat, discussion forums, and other feedback tools in the Learning Management System also facilitate faculty-student communication. Some 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.

#### Counseling and Advising

Counseling's [Bridges and Support presentation](#) explains the need for licensed Counselors, Academic Advisors, and Student Success Navigators.

Well-qualified full- and part-time [Counselors](#) 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 the Limited Licensed Professional Counselor supervising the [Inside Track Mentoring Program](#).

[Academic Advisors and Student Success Navigators](#) 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 their assigned programs of study.

Counselors' and Advisors' professional development is frequent and comprehensive. [State, regional, and national conferences](#) 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 Occupational Special Populations Association (MOSPA), and National Academic Advising Association (NACADA). Counselors and Advisors receive cross-training in other student support areas and collaborate with faculty, Associate Deans, and Deans to stay current on course and program updates and changes.

The Career Services Officer and the Athletic Director have master's degrees. They and full-time Counselors belong to the [full-time faculty bargaining unit](#) and thus have access to its professional development opportunities.

### Student Activities

The [Student Activities Office](#) 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. They complete online training on topics such as diversity on the job, FERPA, and campus security and participate in Student Affairs training on 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 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 (subcomponent 4.B.2).

### Tutors

The Learning Lab has [three types of tutors](#): 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 (subcomponent 3.C.2). [Professional Tutors](#) 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 (e.g., [Physics Peer Tutor](#)) must demonstrate proficiency in the subject matter, have strong interpersonal skills, and be recommended by faculty. 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 the Michigan Tutorial Association's annual conference. While Professional Tutors do not receive 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 and have support for professional development through the [full-time faculty bargaining agreement](#) (Article XVI).

The [Writing Center](#) is directed by full-time faculty and staffed with HFC adjunct faculty working directly with writers requesting help.

### Financial Aid

Financial aid administrators and staff are highly qualified.

- 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 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.
- 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 the 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 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): national conferences on federal regulations
- Michigan Student Financial Aid Association (MSFAA)
- MSFAA: annual, one-day support staff workshop
- Ellucian Live: information related to systems management

#### Webinars

- NASFAA Training: The Financial Aid Office subscribes to a package that includes 18 webinars annually; 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 events, including the following:

### General Professional Development

- Academic Affairs/Student Affairs/Financial Services Summit
- Safety Training
- Institutional Research Data
- Departmental Information Sharing
- Active Listening and Effective Communication
- Cultural Competency

### College-Sponsored Training

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

Every Friday, the Welcome Center closes two hours early for mandatory training of all Student Services staff ([see Fall 2018/Winter 2019 training schedule](#)).

## **Sources**

---

- Academic Affairs - Course Master Review Process
- Academic Affairs - Course Masters Reviewed
- Academic Affairs - Curriculum Development and Approval Procedure
- Academic Affairs - FT Faculty Professional Development and Conferences
- Accessibility MOOC Inclusive Online Course Design
- Adjunct Faculty Evaluation Form
- Adjunct Student Evaluation Survey (Revised)
- CASL - Assessment Handbook - 01.28.19
- CASL- ILO Committee Charge and Membership
- CASL Programs - Committee Charge and Membership
- Counseling - Bridges and Support Presentation
- Counseling and Advising - Professional Development
- CTEI - 2018 Annual Report
- CTEI - Committee Charge and Membership
- CTEI - Event Examples
- Curriculum Committee - Charge Bylaws and Membership
- Faculty Org. - Constitution

- Faculty Org. - Senate Standing Committees 2018-2019
- Faculty Qualifications by Course - MASTER
- Faculty Senate - Faculty Lectureship Awards
- FT Faculty Sabbaticals
- HFC - Advisory Committees 2018-2019
- HFC - Curriculum Proposal Process
- HFC - Professional Engagement by School
- HFC - Science Safety Training Records
- HFC Catalog - ENG 131 Intro to College Writing CM - Current
- HFC Catalog - ENG-093 Prep for College Writing CM
- HR - Adjunct Hiring Guide for Managers
- HR - AFO Bargaining Agreement (2017-2021)
- HR - AFO MOA
- HR - Credentialing Process.pdf
- HR - Dual Credit Faculty Credentials
- HR - Job Description - Director of Academic Affairs
- HR - Job Description - e-Learning Manager
- HR - Job Description - Learning Lab Peer Tutor
- HR - Job Description - Learning Lab Professional Tutor
- HR - Local 1650 Bargaining Agreement (2016-2021)
- HR- Faculty Credentials- Fall 2019
- IR - Faculty Staff and Students - IPEDS 2014-2019
- IT - 2019 Mandated Accessibility Training Email
- IT - Accessibility Support
- IT - Moodle Accessibility Checklist
- IT - PowerPoint O365 Accessibility Handout
- IT - Word O365 Accessibility Handout
- ITC - Committee Charge and Membership
- ITC - ETOM Online Certification Pros and Cons
- ITC - ETOM Online Teaching Certification
- ITC - Preparing to Teach Online Proposal - 03.13.19
- ITC - Preparing to Teach Online Syllabus
- Local 1650 - Evaluation of Online Instruction for Full-Time Faculty
- Local 1650 - FT Faculty Course Evaluation Form
- Local 1650 - FT Faculty Self Evaluation Form
- Math - 2017 SSTEP EMINENT Annual Report
- Math - 2018 EMINENT Presentation
- Math - Fall 2018 Colloquium Flier
- Math - Winter 2019 Colloquium Flier
- Online Learning - ITC Minutes - 03.26.19
- Online Learning - ITC Minutes - 09.25.18
- Perkins - Local Annual Award Letters 2015-2019
- Perkins - Total Projects 2015-2019
- Program Review - Schedule and Tracker
- Program Review Handbook 2018-2019
- Shared Leadership - Structure
- Student Services - Training Schedule - Fall 2018 and Winter 2019
- Website - About CTEI
- Website - Academic Advisors and Student Navigators

- Website - Counseling Services
- Website - CTEI Happenings
- Website - Inside Track Mentoring Program
- Website - Program Accreditations
- Website - Student Activities Office
- Website - Tutoring Program - Learning Lab
- Website - Writing Center

## 3.D - Core Component 3.D

---

The institution provides support for student learning and effective teaching.

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

### Argument

---

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

The College effectively serves its diverse student body.

The Counseling and Advising departments help students navigate the College environment and handle personal needs (subcomponent 3.C.6). Students may use the Advising and Counseling services in person or on a drop-in or appointment basis. The [Student Outreach and Support \(SOS\) Office](#) 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 and proceeds from HFC's annual Women's Recognition Luncheon.

Counseling and advising exist for specific student populations. As a gold-level veteran friendly school, the College supports the [Office of Veterans Services](#) for veterans, military service members, and their dependents. Veterans are eligible for priority registration. [Assisted Learning Services \(ALS\)](#) makes education accessible to students with documented special needs by providing assistive technologies, adaptive testing, and class materials in alternative formats and by proctoring tests for students who need extra time, readers, or other assistance. ALS also advises faculty on students' needs.

Student-athletes get special support. The [Athletics Student Handbooks for 2016-2017](#) and [2018-2019](#) cover practical concerns (such as policies and schedules), academic assistance options, and interpersonal growth. The [Challenging Athletes' Minds for Personal Success \(CHAMPS\) Program](#) promotes support services and special events to enhance the athletes' college experience (CHAMPS newsletters for [2017-2018](#) and [2018-2019](#)).

Peers offer important support. In the [Inside Track Mentoring Program](#), successful HFC students mentor new students ([Peer Mentor Handbook](#)). The [Spring 2019](#) newsletter describes the program



and narrates its evolution since its founding 10 years ago.

Several forms of financial support exist. In addition to federal financial aid, Pell grants, and SOS's Emergency Fund, the Foundation oversees [scholarships and a user-friendly application process](#). The [Career Services Office](#) connects students to employment opportunities and helps them prepare. It has [job fairs and recruiting events](#), tools for [exploring potential careers](#), and coaching on [application materials, appropriate dress, and interview strategies](#) (2015-2016, 2016-2017, 2017-2018, and 2018-2019 annual reports). HFC's Career Services also partnered with the University of Michigan—Ann Arbor's LSA Opportunity Hub on a [workshop](#) on career opportunities for students with liberal arts degrees.

HFC is one of five community colleges participating in the [Detroit Promise Path](#) (DPP), a year-round program that combines financial incentives and 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](#), p. 2, for a summary.

[HFC's DPP program results](#) are similar to the aggregated results across all five participating colleges. HFC's DPP has the most coaches (three) and students (600) of the Michigan community colleges, and most students met with their coaches at least once a semester. Students who remained enrolled in the second year met with their coaches six or more times a semester. Students receiving coaching are nearly twice as likely to take and pass a full-time course load. Since full-time enrollment correlates with completion, this early finding is important. DPP more than doubles summer enrollment at HFC, which is also important since continuous enrollment improves student success and completion.

The College is progressing 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](#) assists students with F-1 visas, and the [Cultural Friendship Program](#) pairs international students with HFC students, staff, and faculty from the United States. The [Hawks' Nest food pantry](#) addresses food insecurity, as does the [Black Male and QUEENS Focus Group](#) (BMQFG), which also serves as an academic and social support network. [SAFE@HFC](#) educates the community on LGBTQ+ issues, identifies a cohort of trained LGBTQ+ Allies, and connects students to socioeconomic resources. A spin-off of SAFE@HFC is the Sexuality and Gender Acceptance Club (SAGA), which is a faculty-sponsored student club. The College negotiated tuition discounts for HFC students at several child care and early education programs. A recently formed Faculty Senate standing committee, the [Student Support Committee](#), is working on additional wrap-around services.

In 2018, Academic Affairs proposed a team co-sponsored by the Faculty Senate and the Academic Council and [charged](#) 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](#) and streamlining resources, the College aims to broaden its support in a sustainable way. See the team's April 2019 [presentation](#) to Cabinet.

For students off campus, the College provides online services. [HFC Self-Service](#) provides an online evaluation of students' progress toward a certificate or degree and has student planning tools, the log-in screen of the Learning Management System links to support services, and [NetTutor](#) offers free, online tutoring 24/7. [Career Focus 2](#) 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](#)); after finding that the 24/7 Michigan Virtual Reference Collaborative's "Reference Help Now" was underused and cost-prohibitive, the library added an email feature 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 academic support from HFC's orientation program, its course placement, registration, and advising processes, and its tutoring services and special programs.

With few exceptions, [orientation](#) is mandatory for new students and 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](#) documents the College's gains on this front and reveals its commitment to continuous improvement. The [orientation](#) 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) face even bigger challenges, which the [English Language Institute](#) (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 and classes for Test of English as a Foreign Language (TOEFL) preparation. Its [mission](#) is to help ELLs develop the knowledge and skills needed to succeed academically and to flourish in their work and community. Its [curriculum](#) prepares students to transition to college classes.

Enrollment Services' [Seven Steps to Enroll](#) (which is itself being assessed and adjusted for different groups of students) focuses partly on proper course placement. Multiple measures are used. [Placement tests](#) 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](#) are established for English, Mathematics, and Chemistry. See also [CLEP](#) and [Advanced Placement](#) scores for English, Math, and other disciplines. 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 through graduation (see also subcomponents 3.D.1 and 3.D.3). [Academic Advisors and Student Navigators](#) help students choose programs consistent with their academic and career goals and help students determine semester-to-semester course sequencing. The Career Services Office offers personal inventories to help undecided students select a program and provides access to information on career fields online. The office also published [Career Planner](#), a comprehensive guide for setting goals and securing employment.

HFC's participation in [Guided Pathways](#) resulted in critical changes for students ([Board Reports 4247](#), [4266](#), and [4301](#)). The [2017 self-assessment report](#) discusses how the College evaluated and improved students' access to course and program information and created tools for students to plan and achieve their academic goals. Guided Pathways' complexity increased when alignment with the Michigan Transfer Agreement became a factor. Since 2017, the Michigan Guided Pathways Project's focus has shifted to redesigning academic advising.

[College 101—College Success](#) is mandatory for Early College students and strongly recommended for dual enrollment and first-time college students. This course builds upon orientation topics and delves into strategies for college success.

Like other open-enrollment institutions, HFC welcomes and supports students who need to develop college-ready reading, writing, and math skills. 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](#)). Each module is mastery-based and includes online content from a publisher, videos, homework assignments, concept checks, quizzes, and exit exams. 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 some students needed more guidance. Now students placing into Pre-Algebra begin in a traditional class setting, and instructors assess whether the redesigned or the traditional approach fits each student better. After three weeks, instructors place students appropriately. 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](#) to reduce the number of students needing developmental Mathematics courses. Through this agreement, students who meet certain standards of completion of Dearborn High School's College Concepts Math course may waive the MATH 080 (Beginning Algebra) requirement for college-level Math courses. To ensure appropriate rigor, the College Concepts Math curriculum must be approved by HFC Mathematics faculty.

As another alternative to developmental classes, the Mathematics Department offers “co-requisite” classes for MATH 110—Intermediate Algebra ([MATH—010](#)), MATH 131—Quantitative Literacy ([MATH-031](#)), and MATH 141—Elementary Statistics ([MATH-041](#)) (see [HFC News article](#)). These co-requisites are scheduled back to back with the college-level sections so that instructors can quickly address students' learning needs, and students gain support from the learning community that develops.

English's [Accelerated Learning Program](#) (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 needs.

Curricular adaptations occur in non-developmental courses as well. A prime example is BAC 131—Introduction to Financial Accounting. Because of unacceptable drop, failing, withdrawal, and incomplete (DEWI) rates, the instructor sought ways to maintain the course's rigor while also improving its outcomes. Using the Competency-Based Education method (see [syllabus](#)), students work at their own pace through each chapter and must pass a test on it before proceeding to the next. Class sessions involve students working independently while instructors provide “just in time” one-on-one and group help. Students who do not complete the course may enroll again, picking up where they left off. The result is a dramatic decrease in DEWI rates and higher grades (see [data](#)).

Students transitioning to online learning have special needs, which the Office of Academic Services is addressing, in collaboration with the Faculty Senate's Instructional Technology Committee (ITC). As in the past, from the [online learning webpage](#) and from the log-in screen of the Learning Management System, students may take a self-assessment, “[Is online learning for me?](#)” Acting as a

self-placement tool, this [quiz](#) is supplemented by information about expectations and processes for online learning, necessary skills and technology, and support. While these resources are useful, they are also generic. ITC subcommittees have been developing an orientation better suited to HFC's students and technology. Pre-existing products were evaluated but deemed inadequate or inappropriate ([February 2019 minutes](#)). The ITC's work on developing an in-house orientation to online learning encountered some obstacles, including disagreement over the orientation's scope, accessibility concerns, and changes in leadership ([April 2018 minutes](#)). 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 in Fall 2019.

The College has evaluated students' management of the online learning environment. Both a Faculty Senate Task Force and the Online Steering Committee engaged in such analysis in 2015 and 2016 (see [Senate Task Force report](#) and [Online Steering Committee report](#)). In October 2018, a [Research Brief](#) published by the Office of Institutional Research and Reporting contrasted outcomes of 100% online courses and 100% "lecture" (i.e., on-campus) courses. While more in-depth research is 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](#), whose [pilot](#) was announced in 2018).

Students are supported by the [Learning Lab](#) (see [2015-2018 usage](#)) and the [Writing Center](#). The [Learning Lab newsletter](#) 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 in Winter 2018, with immediate success ([Winter 2018 report](#)). It has served HFC students, high school students, faculty, and even community members. The [Spring 2018](#) and [Fall 2018 reports](#) and the [Winter 2019 newsletter](#) document increasing use of the Writing Center, users' satisfaction, and promotional plans.

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

As subcomponents 3.C.6 and 3.D.1 show, a major strength of the College's academic advising is how a variety of resources create comprehensive support.

[Academic Advisors and Student Success Navigators](#) 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](#). Working closely with Academic Advisors, Counselors, Enrollment Services, and Faculty Chairs, Navigators guide students to use other campus resources and to engage non-academic opportunities. Originally, HFC intended 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. Program faculty also advise students.

### **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 infrastructure and resources needed to support its career, technical, and liberal arts programs. Infrastructure projects are driven by the [Strategic Plan's 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 Capital Outlay Plans for [2016-2020](#), [2017-2021](#), [2018-2022](#), and [2019-2023](#) contain in-depth analyses of the relationship between instructional programming, infrastructure, and other resources. They include the 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).

Hands-on learning resources exist for other career programs as well. 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](#). The Surgical Technology and Respiratory Therapy labs have been recently updated.

External partnerships facilitate teaching and learning, especially in the career and technical fields. In the [Power and Trades Pathways Program](#), DTE Energy and HFC have joined forces to train students for skilled trades careers in the high-demand energy industry. Within one year, students may qualify to enter a paid apprentice program. They also may pursue stackable credentials. [Board Report 4417](#) describes the program. Another example, the Nursing Program students rotate through a variety of [clinical sites](#).

Instructional technology is supported by the College's 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 for faculty-proposed projects. The balance is used to support campus-wide improvements to the technological infrastructure. As shown in the [TIF application form](#), the [Technology Investment Committee \(TIC\)](#) evaluates submissions’ feasibility and potential to improve student learning. To support the College’s overall planning, they must be 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 reinforces accountability and shares information that benefits other faculty. The [summary of TIF projects](#) reveals their scope. Many of the [Perkins Grants for 2015-2019](#) also fund instructional technology in the career and technical fields and follow the [Perkins Accountability requirements](#).

Maintaining up-to-date classroom technology requires careful planning. The [2013-2018 Technology Plan](#) proposes a strategy for maintaining and updating instructional technology given budgetary constraints. A comprehensive [spreadsheet](#) tracks implementation.

Planning includes input from [Faculty Senate standing committees](#), including the Technology Investment Committee, the Instructional Technology Committee (ITC), and the Library Committee. The process of selecting the Learning Management System (LMS) reveals collaboration among

faculty, staff, and administrators. When HFC's LMS became inadequate and its contract was ending, the ITC (composed of faculty, staff, and administrators) created [criteria](#) for evaluating other products, researched them, had vendors do demonstrations, held forums, and distributed questionnaires to gather broad input (ITC minutes for [September](#), [October](#), and [November 2015](#) and [Board Report 4253](#)). Based on that information, Moodle was recommended and approved by the President and Board of Trustees.

For easy use, the College consolidates into adjacent buildings four interdependent learning resources: [Eshleman Library](#), the [Writing Center](#), the [Learning Lab](#), and the [Media Center](#). The library's 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](#)." The library also has study spaces and a room for quiet reflection and meditation. The [2016-2017](#) and [2017-2018 annual reports](#) 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.

The Fine Arts building is equipped for education and enrichment. The Sisson Art Gallery provides an exhibition space for curated exhibits of outside artists and for student multimedia art shows. 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; [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 use 2020 Design Software, AutoCAD, and digital presentation software. The Music Program performs on campus, offsite at the Ford Community and Performing Arts Center and area 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.**

Many areas of the College help students achieve the [Critical Thinking and Information Literacy Institutional Learning Outcome \(ILO\)](#). (Also see component 2.E.)

Students practice ILO skills in classes across the discipline, with general instruction provided by the English Department. [English 131—Introduction to College Writing](#) 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](#) or [English 135—Business and Technical Writing and Research](#) may be taken to further these skills.

Eshleman Library is critical 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](#) and receive guidance on [creating effective research-based assignments](#). The website links to [citation guides](#). In 2017-2018, librarians formed the Public Outreach Team ([annual report](#)) to better serve students and faculty. In addition to collaborating with faculty on creating subject-specific "LibGuides" for HFC programs and providing bibliographic instruction, the team worked with a Dearborn Public Schools liaison to create LibGuides for the Early College High School ([annual report](#), pp. 61-63).

Subcomponent 3.D.2 explains support from the Learning Lab and the Writing Center.

## Sources

---

- Academic Affairs - 2018 African American Male Retention Report
- Academic Affairs - Improving Academic Success for Students of Color Initiative
- Academic Affairs - Improving Success for Students of Color Presentation
- Athletics - 2016-2017 Student Handbook
- Athletics - 2017-18 CHAMPS Newsletters
- Athletics - 2018-19 CHAMPS Newsletters
- Athletics - 2018-2019 Student Handbook
- Athletics - CHAMPS Overview
- AV Equipment List - 07.2019
- BEPD - BAC 131 Intro to Financial Accounting Syllabus
- Black Males and QUEENS Focus Group Activities
- BOT - Report 4247 - 01.19.16
- BOT - Report 4253 - 01.19.16
- BOT - Report 4266 - 03.21.16
- BOT - Report 4301 - 09.19.16
- BOT - Report 4417 - 02.19.18
- Career Services - 2015-2016 Annual Report
- Career Services - 2016-2017 Annual Report
- Career Services - 2017-2018 Annual Report
- Career Services - 2018-2019 Annual Report
- Career Services - Career Planner
- Career Services - UM Liberal Arts Job Hub
- CASL - Critical Thinking and Information Literacy Rubric
- College 101 Syllabus
- Detroit Promise Path – HFC Findings
- Detroit Promise Path Interim Findings
- English - ALP Info Sheet
- Enrollment Services - 2019 New Student Orientation Presentation
- Enrollment Services - 7 Steps to Enroll
- Enrollment Services - New Student Orientation Report
- Eshleman Library - Annual Report 2016-2017
- Eshleman Library - Annual Report 2017-2018
- Facilities - Capital Outlay Plan (2016-2020)
- Facilities - Capital Outlay Plan (2017-2021)
- Facilities - Capital Outlay Plan (2018-2022)
- Facilities - Capital Outlay Plan (2019-2023)
- Faculty Org. - Senate Standing Committees 2018-2019
- Guided Pathways - 2017 Self-Assessment
- Guided Pathways - Flyer - Steering Committee Information
- Guided Pathways - Planning Template
- HFC - 2013-2018 Technology Plan
- HFC - Course Placement Cut-Scores
- HFC - Student Portal Screen Shot
- HFC Catalog - ENG 131 Intro to College Writing CM - Current
- HFC Catalog - ENG-132 College Writing and Research Course Master
- HFC Catalog - ENG-135 Business and Tech Writing and Research CM
- HFC Catalog - MATH-010 Algebra Skills Review CM

- HFC Catalog - MATH-031 Quantitative Reasoning Skills Review CM
- HFC Catalog - MATH-041 Intro. to Statistics Skills Review CM
- HFC News - A Different Path from Remedial Math
- HFC News - Human Library - 04.03.19
- Inside Track - Peer Mentoring Handbook
- Inside Track - Spring 2019 Newsletter
- IR - BAC-131 Grade Distribution Data
- IR - Online vs. Lecture Research Brief - 10.2018
- IT - 2017 Classroom Technology Inventory Planning
- IT - LMS Evaluation Rubric 2015
- Learning Lab - Usage Data
- Learning Lab - Winter 2019 Newsletter
- Math - DPS Math Placement Signed MOU
- Math - Redesign Project Preliminary Report
- Online Learning - ITC - Minutes - 02.26.19
- Online Learning - ITC - Minutes - 04.24.18
- Online Learning - ITC - Minutes - 09.29.15
- Online Learning - ITC - Minutes - 10.27.15
- Online Learning - ITC - Minutes - 11.24.15
- Online Learning - Senate Task Force 2015 Report
- Online Learning - Steering Committee 2016 Final Report
- Online Tutoring - NetTutor 2017
- Online Tutoring - NetTutor Pilot Letter
- Perkins - Total Projects 2015-2019
- Strategic Planning - Strategic Plan 2016-2020
- Student Affairs - VP Student Affairs Memo - Career Focus 2
- Student Support Committee - Charge and Membership
- Technology Investment Committee - Charge and Membership
- TIF - Application Form
- Website - Academic Advisors and Student Navigators
- Website - Advanced Placement
- Website - Assisted Learning Services
- Website - Career Services Explore Career Fields
- Website - Career Services Job Fairs and Recruiting
- Website - Career Services Job Preparation
- Website - Career Services Mission
- Website - Citation Guides
- Website - College Level Examination Program (CLEP)
- Website - Counseling Services
- Website - Course Placement Testing
- Website - Cultural Friendship Program
- Website - Detroit Promise Path
- Website - ELI Mission and Goals
- Website - English Language Institute
- Website - Eshleman Library Instruction
- Website - Foundation Scholarships
- Website - Hawks Nest
- Website - HFC Eshleman Library
- Website - HFC Learning Lab



- Website - HFC Veterans Services
- Website - Inside Track Mentoring Program
- Website - International Student Services
- Website - Is Online Learning for Me
- Website - Library Assignments
- Website - Media Center - Eshleman Library
- Website - Nursing Clinical Facilities Sites
- Website - Nursing Practice Skills and Simulation Labs
- Website - Online Learning
- Website - Online Learning Preparedness Quiz
- Website - Perkins Accountability
- Website - Power and Trades Pathways Program
- Website - SAFE at HFC
- Website - Student Orientation
- Website - Student Outreach and Support (SOS)
- Website - Taking ELI classes
- Website - TIF 2010-2018 Projects Summary
- Website - Writing Center
- Writing Center - Fall 2018 Report
- Writing Center - Newsletter May 2019
- Writing Center - Spring 2018 Report
- Writing Center - Winter 2018 Report

## 3.E - Core Component 3.E

---

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

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

### Argument

---

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

Co-curricular programs and activities support the College's [mission](#) and advance its educational goals. As criterion 4 explains, [Co-Curricular Learning Outcomes](#) reinforce the [Institutional Learning Outcomes](#).

Through more than 35 student clubs and numerous events ([2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#)), the Office of Student Activities provides valuable co-curricular learning. The [2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019 Annual Reports](#) demonstrate its relationship to the mission and the [Strategic Plan](#).

Student clubs provide hands-on practice, reinforce classes, and contribute to an inclusive College culture:

- culturally oriented clubs (e.g., the African American, Muslim, Latino and Hispanic, Palestinian, and Yemen Students Associations);
- political clubs (e.g., the International Student Organization, Amnesty International, and the Student Environmental Association); and
- programmatically aligned clubs (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).

Many co-curricular offerings pursue leadership skills that dovetail with the College's mission to help students develop "independent, critical, and creative thinking." The [Building Leaders Program](#) aligns most obviously with the [Community Leadership Program](#) 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. Student Activities conducts workshops on goal setting, negotiation and problem solving, and communication.

The Athletics Program stresses public service and diversity awareness. The Challenging Athletes' Minds for Person Success (CHAMPS) Program publicizes campus events such as the LGBTQ+ Speaker Series and workshops on leadership and voter registration, and it encourages volunteerism ([2017-2018](#) and [2018-2019](#) newsletters).

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

Community service fulfills the mission as well. Examples follow.

- Programs: the Community Leadership Program's work with HFC's Hawks' Nest food pantry and the Athletics Department's work with the Dearborn Animal Shelter and Gleaners Community Food Bank.
- Student clubs: the Community Service Club's blood drives and fund-raising for cancer awareness and prevention, the Dearborn Animal Shelter, and homeless shelters; the Future Teachers Association fund-raising for a local elementary school's teaching materials; and the Student Nurses Association food distribution to the homeless, participation in the Suicide Prevention Walk, and volunteerism at the Special Olympics.
- Office of Student Activities: 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 food drive for the 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](#). Highlights follow:

- Subcomponent 1.A.2 reveals how academic programs and curricula result in student-centered, empowering education.
- Subcomponent 1.C.2 describes how Institutional Learning Outcomes, innovative degree programs and courses, and extracurricular activities support diversity.
- Subcomponents 1.D.1 and 1.D.3 discuss the College's commitment to public needs and interests.
- 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.

Civic engagement and future growth are focuses of the [Democracy Education Program](#) and the [Political Issues Convention](#), voter education and registration drives, financial literacy workshops, and Career Services events on topics such as entrepreneurship and job search strategies.

## Sources

---

- 2018-2019 Building Leaders of Tomorrow Application
- Athletics - 2017-2018 CHAMPS Newsletters
- Athletics - 2018-2019 CHAMPS Newsletters
- CASL - 2019 ILO Charge
- CASL - Co-Curricular Learning Outcomes
- Co-Curricular Assessment - 2016-2017 Communication Report
- Co-Curricular Assessment - 2016-2017 Diversity Report
- Co-Curricular Assessment - 2017-2018 Civic Engagement Report

- Co-Curricular Assessment - 2018-2019 Intrapersonal Skills Report
- HFC News - MI Student Political Issues Convention - 10.19.18
- Strategic Planning - Strategic Plan 2016-2020
- Student Activities - 2015-2016 Annual Report
- Student Activities - 2015-2016 Events
- Student Activities - 2016-2017 Annual Report
- Student Activities - 2016-2017 Events
- Student Activities - 2017-2018 Annual Report
- Student Activities - 2017-2018 Events
- Student Activities - 2018-2019 Annual Report
- Student Activities - 2018-2019 Events
- Website - Community Leadership
- Website - Democracy at HFC
- Website - Mission Vision Values

## **3.S - Criterion 3 - Summary**

---

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

### **Summary**

---

Well-qualified instructors and student support staff ensure a high-quality education for all students, regardless of location or mode of delivery. That education is the result of collaboration between various areas of the College and between the College and external bodies, such as high schools, four-year colleges and universities, employers, and community organizations.

Many factors contribute to the quality of an HFC education. They include well-qualified faculty and support staff who remain current in their fields, collaborative curriculum design and systematic assessment of courses, programs, and co-curricular activities, and academic and cultural opportunities as diverse as the student body and community that the College serves.

In addition to program-specific knowledge and skills related to their specific goals, graduates of HFC have achieved learning outcomes that will help them succeed not just in their careers but also in their personal and community endeavors. By encouraging, supporting, and modeling intellectual inquiry, the College and its faculty nurture students' lifelong learning and thirst for continued success.

### **Sources**

---

*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

---

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

### 4.A - Core Component 4.A

---

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

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

### Argument

---

#### 4.A.1. The institution maintains a practice of regular program reviews.

The practice of regular program reviews has improved substantially since 2014.

Prior to 2014, a comprehensive program review process was nonexistent. Career and Technical Education (CTE) programs completed the Program Review in Occupational Education (PROE) every five years to maintain Perkins eligibility ([2015 Assurance Argument](#), p. 73). However, many other programs were not required to perform a formal review. Even the programs using PROE found it lacking. Created by the State of Michigan, the PROE template recorded limited data that were insufficient for evaluating program viability or planning for improvements.

To improve and expand review to all academic programs, in 2014, the Coordinator of Program Improvement and Effectiveness collaborated with the Office of Academic Affairs and Institutional Research and Reporting on a [program review process](#). In Winter 2016, six programs piloted it

(Hospitality Studies, Nursing, Ophthalmic Technician, Graphic Arts, Interior Design, and Paralegal Studies). All other programs were scheduled for reviews in upcoming semesters, each on a five-year cycle. One full review cycle is complete, and the six pilot programs are starting their second cycle. Also, the College was approved by the State of Michigan to use this new review process instead of PROE for Perkins-eligible programs. HFC's Program Review exceeds PROE's requirements.

As program review expanded, faculty were asked for feedback. In Fall 2017, the Coordinator of Program Improvement and Effectiveness produced a revised [Program Review process](#) to ensure that faculty had data necessary for decision-making and improvement plans, to improve efficiency, and to educate faculty and administrators on data analysis and use ([handbook](#), [training](#), and [timeline](#)). A general field for reporting findings was replaced by specific questions sifted throughout the review document, linked to HLC criteria. Providing faculty with more focus has improved the reports (e.g., [Nursing's 2014-2015](#) versus its [2018-2019](#) report).

The program review process engages faculty and administrators. The Coordinator of Program Improvement and Effectiveness gathers data and sends documentation to program faculty and corresponding Associate Dean and Dean. Some reviews (such as Respiratory Therapy or Arab Cultural Studies) use data from stand-alone programs while others containing ladder credentials (such as Hospitality Studies) use data from groups of programs. All faculty Program Leads, Department Chairs, Associate Deans, and Deans receive [program review training](#) by the Coordinator and the Vice President of Academic Affairs. The Vice President of Academic Affairs, the school's Dean, lead faculty, program advisory committees, and another person chosen by the faculty read the final reports.

Meaningful changes have occurred. Examples follow.

- In its program review, [Telecommunication](#) discovered weak transfer agreements; one year later, [an articulation agreement](#) was signed with Wayne State University.
- In Nursing, improved mentoring and curriculum revisions increased student pass rates on the NCLEX (required for licensure) by 20% ([2014-2015](#) and [2018-2019 reviews](#)).
- The Pre-Engineering Program ([2016 program review](#)) tackled unsatisfactory enrollment and completion rates by identifying courses that students avoided or were unsuccessful in, creating Associate in Applied Science Degree options, revising the curriculum to include more project-based, hands-on learning, and engaging students by providing more information about the field.
- The [Surgical Technologist Program Review](#) included plans, implemented in 2018-2019, to promote tutoring and create performance improvement plans for struggling students, increasing retention from 56% in 2017-2018 to 71% in 2018-2019.

In 2019-2020, the review process will add a segment for reporting and evaluating the results of changes, better emphasizing "closing the loop."

The College seeks to educate all faculty about its programs. In [2016](#) and [2017](#), Spotlight on Program Improvements for the Future Day occurred ([2016 program handouts](#), the [Criminal Justice Program presentation](#), and the [Ophthalmic Technician Program presentation](#)). However, attendance waned (CASL's [2015-2016 Annual Report](#) (pp. 4-5) and [2016-2017 Annual Report](#) (p. 4)), so the Academic Affairs Leadership Committee considered alternatives. Program Reviews are posted on a shared drive for Academic Affairs. Other outreach plans include poster sessions before State of the College and Faculty Organization meetings, as done by [Health Careers faculty in August 2019](#).

**4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

Faculty determine policies for the academic credits that the College transcripts ([Faculty Organization Constitution](#), Article III.A.3).

The [admissions documents](#) webpage explains placement options based on prior education or testing.

- [International students](#) seeking admission based on secondary education outside of the United States have their transcripts evaluated by a service approved by the National Association of Credential Evaluation Services. College credits are individually evaluated.
- Faculty determine acceptable placement tests and scores for credit for prior learning. See [available tests](#) and [placement scores](#) for Math, English, and Chemistry, [College Level Examination Program](#) score equivalencies, and [Advanced Placement program](#) scores.

The College has processes for awarding credit for prior and experiential learning ([flowchart](#)).

- [Advanced Standing/Credit for Prior College-Level Learning](#) (CPCLL) policies are established by departments as part of the course master preparation and review. For example, the Nursing Program accepts [CPCLL of Licensed Practical Nurses \(LPNs\)](#) who seek to become Registered Nurses (RNs), and students in Trade and Apprentice may get credit for their journeymen's cards. CPCLL is also available for STEM courses through the [International Baccalaureate program](#).
- [Military experience](#) and training are evaluated using the American Council on Education's recommendations and the Joint Services Transcript.
- [Secondary Career and Technical Education](#) articulation agreements require a special application and documentation for faculty to evaluate.
- Credit for experiential learning may occur through [Cooperative Education courses](#). Faculty collaborate with the Cooperative Education Officer, Career Services staff, and employers to ensure that cooperative education is credit-worthy, and faculty determine the final course grades ([Creating a Quality Co-op Experience](#)).
- Practicums and clinical rotations are integrated into content courses to achieve rigorous learning outcomes (e.g., [NSG 117—Medical-Surgical Nursing I](#)) or are taken as independent courses with their own specific learning outcomes (e.g., [PTA 291—Clinical Externship I](#) and [EDU 202—Introduction to Education Practicum](#)).
- Lead faculty, Associate Deans, Deans, and the Vice President of Academic Affairs approve [course substitutions](#).

**4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.**

The [transfer resources](#) webpage identifies options for transferring in credit from another college or university. Faculty determine the transfer standards and course equivalencies. Transcripts from an accredited institution in the United States are verified by the Registrar and checked for approved



course articulations. Courses that do not have established equivalencies are evaluated individually by faculty, Associate Dean, and Dean. The [Michigan Transfer Agreement](#) for general education courses and [reverse transfer articulation agreements](#) are key.

To maintain the integrity of an HFC degree, at least 30 credits for a bachelor's degree and 20 credits for an associate degree must be completed at HFC ([general requirements for degree types](#)).

**4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

Faculty determine course content, sequencing, and performance expectations and participate in establishing faculty qualifications.

Faculty within the discipline create and revise curriculum and participate in each stage of its review prior to activation. The [Curriculum Management Handbook](#) provides guidelines on [prerequisites and corequisites](#), [credit and contact hour calculations](#), [course topics and learning objectives](#), [textbook selection](#), and [alignment of measurable learning objectives, instructional strategies, and assessment methods](#). Mandatory course master review occurs every five years and ensures appropriate course content and rigor. Faculty may consult with program [advisory committees](#).

Course masters mandate consistent learning objectives and expectations across course sections, instructors, and delivery methods (component 3.A). Dual enrollment students are held to the same placement, prerequisite, and corequisite requirements as other students. For classes taught off campus ([dual enrollment classes taught off campus](#) and [HFC programs offering college credit](#)), [teachers' credentials](#) are verified as meeting HFC's requirements, and the College's course master is followed.

**4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

[Fourteen programs](#) (two of which are new) at the College maintain accreditation by the premier professional organizations within their fields. The [Children and Families Associate in Arts Program](#) received [two-year accreditation](#) from the National Association for the Education of Young Children in July 2019. The new [Lactation Consultant Certificate of Achievement Program](#), which is a partnership with Ascension-St. Johns Hospital, was accredited by the Committee on Accreditation of Allied Health Education Programs in September 2019 (see [award letter](#)).

The College was pursuing accreditation of the English Language Institute by the Commission on English Language Programs ([2015 Assurance Argument](#), p. 75). Unfortunately, the College fell short of the required full-time faculty/student ratio, and budgetary constraints prevented additional hires ([ELI Program Review](#)).

**4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).**

The College has improved its process for evaluating student success and plans further improvement.

Annually, surveys are mailed to graduates ([2015-2016](#), [2016-2017](#), and [2017-2018](#) results). As required by the Accreditation Commission for Education in Nursing, a tailored survey is sent to graduates of the Nursing Program ([2015-2016](#), [2016-2017](#), and [Fall 2018](#)). While the surveys elicit valuable information, low response rates make the data insufficient for large-scale planning. To improve the general graduate survey response rates, in Fall 2018, the Institutional Research and Planning Office started emailing electronic surveys and sent the surveys in mid-January instead of toward the end of December, a busy time of year. Data demonstrate nearly twice the response rate using this new process: 2015-2016, 8.45%; 2016-2017, 5.74%; 2017-2018, 10.24%.

Transfer and longitudinal data are gathered through the National Student Clearinghouse and the Michigan Statewide Longitudinal Data System (MSLDS). The MSLDS, which was relatively new in 2015, is a data repository developed and maintained by the Center for Educational Performance and Information (CEPI). The MSLDS documents education-related variables (e.g., financial information, demographics, performance, and special programs) from early childhood into the workforce to help ensure that Michigan's public education system is meeting all students' needs. CEPI publishes this data on its MI School Data website to help education stakeholders evaluate policies and programs and to be transparent and accountable to Michigan citizens. CEPI reports are distributed to key HFC stakeholders, such as the Cabinet, the Institutional Research and Reporting Office, and the Registrar (see [report](#)). HFC is also working with recruiters to access and use secondary school data on factors such as high school graduation rates, student preparedness, and indicators of students' financial status.

Michigan's data collection practices impede HFC's ability to gather information. Many community colleges in other states can track graduates' employment and earnings outcomes using unemployment insurance (UI) wage record data, which is more reliable and less expensive than using surveys for longitudinal tracking and research. In Michigan, access has been limited to four-year colleges and universities that are using the data for public-service research projects. Fortunately, progress has been made on expanding access and use. In March 2018, Michigan House Bill 4545 was signed to take effect in July 2018 (see [National Skills Coalition article](#)). The process for requesting data is still being developed (see [Fact Sheet 170—Information and Records Request from State of Michigan](#)). So far, only two Michigan community colleges have requested data, without result, but improvements are expected.

While the College anticipates using UI data in the future, it is also researching other methods to gather student outcome data now. In April 2019 HFC joined the Collegiate Leaders in Increasing MoBility (CLIMB) Initiative, led by [Opportunity Insights](#), a team of researchers, policymakers, and 300+ colleges and universities nationwide. The study seeks to improve education by estimating which college programs and policies improve educational outcomes for students. HFC is in the process of providing Opportunity Insights with data going back to 2010 (see [CLIMB data usage agreement](#) and [Opportunity Insights Detroit Partnership presentation](#)).

Internally, program-specific, transfer-related data are also documented (subcomponent 4.A.1).

In addition to noting the limited data on graduates' success, [HLC's Reaffirmation Review](#) (p. 32) expressed concerns about data usage. To increase data accessibility, the Institutional Research and Reporting Office now uses the Tableau data visualization tool to share transfer information ([Student Transfer Dashboard](#)) with the President's Cabinet, Deans, Associate Deans, Faculty Chairs, Executive Directors, and various committee/team chairs, such as for the Strategic Enrollment

Management Team. Subcomponents 4.C.4 and 5.D.1 further discuss Tableau.

## Sources

---

- 2018 CEPI State of MI Postsecondary Success Rates
- Academic Affairs - Credit and Contact Hours
- Academic Affairs - Winter 2019 Course Substitution Form
- Career Services - Creating a Quality Co-op Experience
- CASL - 2015-2016 Annual Report
- CASL - 2016-2017 Annual Report
- Children and Families - NAEYC Accreditation Letter
- CPCLL Flow Chart
- Enrollment Services - FA15-WI19 Dual Enrollment Courses Taught Off-Campus
- Faculty Org. - Constitution
- Health Careers - Lactation Consultant CAAHEP Accreditation Award Letter
- HFC - Advisory Committees 2018-2019
- HFC - Course Placement Cut-Scores
- HFC Catalog - Alignment of Objectives Strategies Assessment
- HFC Catalog - Course Prerequisites and Co-requisites
- HFC Catalog - Course Topics and Learning Objectives
- HFC Catalog - CPCLL International Baccalaureate
- HFC Catalog - Curriculum Management Handbook
- HFC Catalog - Degree Types
- HFC Catalog - EDU 202 Intro to Education Practicum CM
- HFC Catalog - Evaluating Textbooks
- HFC Catalog - Lactation Consultant
- HFC Catalog - NSG 117 Medical-Surgical Nursing 1 CM
- HFC Catalog - Nursing Advancement of LPNs to RNs
- HFC Catalog - PTA 291 Clinical Externship I CM
- HLC - 2015 Assurance Argument
- HLC - 2015 Reaffirmation Review Final Report
- HR - Dual Credit Faculty Credentials
- IR - 2015-2016 Graduate Survey
- IR - 2016-2017 Graduate Survey
- IR - 2017-2018 Graduate Survey
- IR - 2017-2018 HFC Programs for College Credit CC Survey
- IR - Student Transfer Dashboard (Sample View) - Tableau
- Nursing - 2015-2016 Graduate Survey
- Nursing - 2016-2017 Graduate Survey
- Nursing - 2017-2018 Graduate Survey
- Opportunity Insights CLIMB Data Usage Agreement
- Opportunity Insights Detroit Partnership Presentation - 2.21.19
- Program Review - 2018-2019 Timeline
- Program Review - Arab Cultural Studies 2017-2018
- Program Review - Business Administration 2017-2018
- Program Review - English Language Institute
- Program Review - Nursing 2014-2015
- Program Review - Nursing 2018-2019

- Program Review - Poster Session 2019
- Program Review - Pre-Engineering 2016-2017
- Program Review - Surgical Technologist 2017-2018
- Program Review - Telecommunication 2014-2015
- Program Review Handbook (2014)
- Program Review Handbook 2018-2019
- Program Review Training 2018-2019
- SPIF Day Invitation 2016
- SPIF Day Invitation 2017
- SPIF Handouts - All Programs 2016
- SPIF Presentation - Ophthalmic Technician Program
- SPIF Presentation Criminal Justice Program
- State of MI Info and Records Request - Fact Sheet 170
- Telecommunication - Wayne State Articulation Agreement
- Website - Advanced Placement
- Website - Children and Families - Early Childhood Education
- Website - College Level Examination Program (CLEP)
- Website - Cooperative Education (Co-op)
- Website - Course Placement Testing
- Website - Credit for Prior College-Level Learning
- Website - How CEPI Protects Education Data - Mich.gov
- Website - MI Law Allows CC to Receive UI Data - National Skills Coalition
- Website - Michigan Transfer Agreement
- Website - Michigan Transfer Network
- Website - Opportunity Insights Policy
- Website - Program Accreditations
- Website - Request Admissions Documents
- Website - Reverse Transfer Agreements
- Website - Steps to Enroll - VA Benefit Certification Checklist
- Website - Transcript Translation and Eval for Intl High Schools and Colleges
- Website - Transfer Resources
- WFPD - Collegiate Partnerships Secondary Articulation Packet

## 4.B - Core Component 4.B

---

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

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

### Argument

---

#### **4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

The College's assessment of student learning has become more comprehensive and actionable since the 2015 HLC site visit (subcomponents 3.B.1, 3.B.2, and 3.B.3). Institutional, program, and co-curricular learning outcomes are explicitly stated in the College Catalog, in course and program masters, and in syllabi, and they are systematically assessed. The [program and course design process](#) stresses measurable student learning outcomes, formative and summative assessment, and active learning.

The Committee for the Assessment of Student Learning (CASL) leads the process and documents it in annual reports ([2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019](#)). HFC uses a three-step process implemented by faculty that is grounded in assessment research (see subcomponent 3.B.2).

The College continues to improve its assessment process. One change aims to strengthen college-wide assessment. When HLC last visited, assessment occurred in individual courses that were approved by CASL to fulfill a General Education Outcome. The shift in terminology from "General Education Outcomes" to "Institutional Learning Outcomes" (ILOs) emphasized that all disciplines share responsibility for learning outcomes assessment. Now, ILOs are assessed in both general education courses and programs. Rubrics for each ILO define introductory, developing, and competent learning achievement ([Assessment Handbook](#), pp. 40-49).

The learning outcomes and rubrics are assessed every five years. This assessment is driven by a variety of factors, including lessons learned from participation in the HLC Assessment Academy (see the [2015-2016 CASL Annual Report](#), p. 6, for a summary of goals), focused mini-conferences ([2015](#), [2016](#), [2017](#)) and [workshops](#), and faculty feedback. Major changes in the process, such as the shift away from CASL-approved ILO courses, are also examined.

Program faculty, general education faculty, and CASL—ILO representatives collaborate on assessment. ILO Leads' responsibilities reflect the collaborative framework ([Assessment Handbook](#), p. 19). Program Leads may confer with ILO subcommittees ([ILO guidelines](#) and [data summary guide](#)). In annual Assessment Day Work Days, Program Leads, ILO Leads, and other faculty

collaborate on writing the ILO reports.

Advisory committees provide another perspective. A [presentation on ILOs](#) and [guiding questions](#) solicit their feedback (e.g., Pre-Education Program's advisory committee [meeting](#) and Biotechnology Program's advisory committee [minutes](#) and [presentation](#)). This feedback will be used when reevaluating the ILOs.

The data collection and dissemination processes were revised. In 2015-2016, CASL began using the Strategic Planning On-Line (SPOL) software to gather, store, and share assessment data and to integrate assessment with other institutional planning processes. When CASL concluded that SPOL's data entry parameters and formulas did not suit its purposes, it began to develop in-house options to standardize data collection and report content. See [Program Assessment Institutional Learning Outcomes—Five-Year Plan](#) and [template, Program ILO Summary Form, Institutional Learning Outcome Assessment Final Annual Report](#), and [Introductory/Developing/Competent \(IDC\) ILO achievement mapped to program curricula](#). CASL also created an online repository for assessment documentation, which is accessible by all faculty and staff.

All programs have developed a curriculum map and five-year cycle for assessing Program Learning Outcomes (PLOs) and ILOs. Over the past three years, the number of program faculty participating in the assessment process has increased significantly ([graph](#)). CASL also encourages adjunct faculty involvement (see [email](#), [process](#), and [agenda](#)).

For additional information on the Program Review process, see subcomponents 3.C.1 and 4.A.1.

While Co-Curricular Learning Outcomes (CCLOs) had been established for some programs when HLC last visited ([2015 Assurance Argument](#), subcomponent 4.B.2), they were not comprehensive and had not been assessed. CASL co-chairs and Student Affairs representatives formed a committee and identified four CCLOs with sub-outcomes aligning with the College's [mission](#): Diversity, Intrapersonal Development, Communication, and Civic Engagement. Using the same process as ILOs and PLOs, assessment [projects were mapped to sub-outcomes](#) for data collection and analysis by each Student Affairs area ([2016-2019 projects](#)).

#### **4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.**

The College's robust system of curriculum assessment is even more effective with the addition of co-curricular assessment. Suboutcome 3.B.2 explains the process.

The Committee for the Assessment of Student Learning (CASL) has documented the [increase in assessment](#) college-wide, addressing HLC's concern in 2015 that general education assessment was limited, sporadic, and disengaged from programs ([2015 Reaffirmation Review](#), p. 34). [Program status](#) is tracked.

As explained in subcomponent 4.B.1 and 4.B.3, Nine Student Affairs areas are assessing CCLOs (subcomponents 4.B.1 and 4.B.3).

#### **4.B.3. The institution uses the information gained from assessment to improve student learning.**

Assessment results in improvements in individual courses and programs college-wide.

All five ILOs have been assessed. Examples follow.

### *Written Communication ILO*

The Written Communication ILO (WCILO) has been assessed in writing courses and programs.

In 2017-2018 WCILO assessment of English 131—Introduction to College Writing and of several programs suggested that students write more effectively in cross-curricular courses if they have already taken English 131. However, the report also notes that the small data sets and other variables prevent definitive conclusions ([2017-2018 WCILO report](#)). Because sub-outcome 2 ([rubric](#)) had the poorest outcome, the WCILO subcommittee focused on it in the next assessment cycle.

The 2018-2019 WCILO assessment had greater participation and more nuanced results ([2018-2019 WCILO report](#)). Breaking down sub-outcome 2, it found that students met the benchmark for providing reasons and evidence but were less successful in explaining and analyzing evidence and synthesizing sources. These last two skills are emphasized in the next writing courses in the sequence (English 132—College Writing and Research and English 135—Business and Technical Writing and Research), which WCILO plans to assess to see how students' skills progress.

The subcommittee has developed supporting documents (“HFC Writes: Mini-Lessons”) for all faculty, launched the “Composition Conversations” series of discussions on writing-related topics, partnered with the Center for Teaching Excellence and Innovation on workshops, and created an online writing resource sharing site.

Combined data from several programs that assessed WCILO sub-outcomes revealed that the most common strength was sub-outcome 4 (the ability to write appropriately for specific audiences and purposes) while the most common weakness was sub-outcome 2, which was also most difficult for English 131 students.

### *Quantitative Literacy ILO*

The Quantitative Literacy ILO (QLILO) assessment results were used to improve learning in math courses and in other disciplines. A subcommittee identified four QLILO sub-outcomes ([rubric](#)). The Mathematics Department's curriculum committees created a sequence of topics that build from course to course.

QLILO representatives met with faculty from various programs to assess students' quantitative literacy. For example, students in the Accounting Program had difficulty with percent and decimals. Math instructors developed support materials, and post-tests indicated improvement. The Accounting instructor then compared students in BAC 132 (an introductory course for both Accounting majors and non-majors) with students in BAC 231 (for Accounting majors) to see whether the more advanced students exhibited greater competency ([2018-2019 QLILO/Accounting Program Summary Report](#)). The results showed that students progressed from developing to 96% competency in BAC 231. Increasing real-world examples in mathematics classes and creating more cross-curricular assignments are recommended. Reports also contain anecdotal evidence of learning weaknesses in the Electrical Technology, Computer Information Systems, and Paramedic programs and recommendations for improvement ([2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019 QLILO reports](#)).

### *Remaining ILOs*

Assessment of the other three ILOs also generated improvement plans. Some aim to integrate HFC student support services into the curriculum ([2017-2018 Oral Communication ILO Report](#), [2017-2018 Critical Thinking and Information Literacy \(CTIL\) ILO Report](#), and [2016-2017 Civil Society and Culture ILO Report](#)). Others stress informing beginning students about the level of competency that will be expected in upper-level courses ([2018-2019 CTIL ILO Report](#)), standardizing the data collection process ([2017-2018 Civil Society and Culture ILO Report](#)), providing study skills instruction ([2017-2018 Civil Society and Culture ILO report](#)), and creating assignments that target specific weaknesses and incorporating additional online course materials ([2018-2019 Computer Technology ILO Report](#)).

### Program Learning Outcomes

All programs have developed curriculum maps and five-year plans to assess PLOs and ILOs ([Handbook](#), pp. 56-62). Data collection at multiple points throughout a program enable formative and summative assessment. PLOs are assessed using the same process as for ILOs, identifying courses assessing for introductory, developing, and competent (IDC) achievement (e.g., PLO-IDC mapping for [Pre-Engineering](#), [Fitness Leadership](#), and [Respiratory Therapist](#)).

PLO assessment has led to improvement plans related to course materials and teaching strategies, integration of student support services, and the assessment process itself. Examples follow.

- AAS in Interior Design ([2016-2017](#), [2017-2018](#), [2018-2019](#))
- AAS in Welding Technology ([2017-2018](#), [2018-2019](#))
- AAS Physical Therapist Assistant ([2017-2018](#), [2018-2019](#))
- AAS in Architecture/Construction Technology ([2017-2018](#), [2018-2019](#))
- AFA in Studio Art ([2018-2019](#))
- AS in Environmental Studies ([2017-2018](#), [2018-2019](#))
- AA in Telecommunication ([2017-2018](#), [2018-2019](#))
- AA in Criminal Justice—Law Enforcement ([2017-2018](#), [2018-2019](#))
- AA in World Religions ([2018-2019](#))
- AB in Supply Chain Management ([2018-2019](#))
- AB in Accounting ([2017-2018](#), [2018-2019](#))

### Co-Curricular Learning Outcomes

[Co-Curricular Learning Outcomes](#) assessment has led to improvement plans such as enhancing student collaboration, presenting information in more manageable chunks, fine-tuning assessment tools and procedures, and collaborating with academic courses. See [summary of pilot projects](#) and examples below.

#### *Intrapersonal Development:*

- Athletics ([2017-2018](#))
- Student Activities Office ([2017-2018](#))
- Welcome Center/Enrollment Services ([2018-2019](#))

#### *Communication:*

- Student Activities Office ([2016-2017](#))
- Career Services ([2017-2018](#))



*Diversity:*

- Student Activities ([2016-2017](#))

*Civic Engagement:*

- Student Activities ([2016-2017](#)—Volunteerism, [2016-2017](#)—Voting, [2017-2018](#))

**4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**

The College's assessment processes stem from experts and involve faculty and instructional staff.

HFC uses the [three-step process](#) advocated by Dr. Barbara Walvoord (subcomponents 3.B.1, 3.B.2, and 3.B.3). This process works well for all four levels of assessment (ILOs in general education courses, ILOs in programs, PLOs, and CCLOs), emphasizes continuous improvement, and encourages college-wide participation. Assessment results provide insights into curriculum and pedagogy and underscore connections between academics and student support services.

The Committee for the Assessment of Student Learning (CASL) has faculty representatives from across the disciplines and administrators and support staff who can provide additional context and help with logistics, such as data collection. CASL is split into two groups, [CASL—ILOs](#) and [CASL—PLOs](#); each has two faculty co-chairs. These four co-chairs represent each of the four schools.

The co-chairs seek professional development. They have attended the HLC annual conference for the past several years and other conferences such as the 2018 Assessment Conference at IUPUI.

Joining the HLC Assessment Academy in 2015 has been especially useful ([2016-2017 CASL Annual Report](#), pp. 4-6; [2017-2018 Annual Report](#), pp. 4-6; [2019 Assessment Academy Impact Report](#)). CASL continues to refine its [Cultural Transformation Plan](#) (subcomponent 3.B.2). HFC's Assessment Academy Mentor, Ranfen Li, observed in October 2017, "The institution has made great progress in creating a culture and a process of assessment of student learning. ...assessment of student learning is happening in both academic and student affairs and involves faculty, students, and staff." HFC's Academy Scholar, Dr. Susan Murphy, wrote, "I applaud your work in measuring the ILO's across multiple disciplines/majors; this is work that will contribute mightily to understanding student achievement of the ILO's."

CASL has offered professional development opportunities ([2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019 Annual Reports](#)). Assessment workshops facilitated by experts, including [Barbara Walvoord](#), [Douglas Eder](#), [Susan Murphy](#), and [Susan Hatfield](#), focused on the assessment process, types of data and their use, and authentic assessment. In 2018-2019, CASL co-chairs met with small groups and individual faculty to assist in completing assessment plans and reports. In August 2019, CASL sponsored a well-attended, productive assessment summit ([report](#)). CASL has also partnered with the Center for Teaching Excellence and Innovation (CTEI) to offer sessions on ILOs ([CTEI—Event Examples](#)). Additionally, after receiving training in [providing constructive feedback](#), CASL members reviewed reports submitted by program and ILO leads and suggested ways to strengthen benchmarks, data analysis, and improvement plans ([guide sheets](#)).

CASL pursues continuous improvement, as described in subcomponent 4.B.1. The [CASL Handbook](#) and [Program Assessment Handbook](#) document procedural changes and include sections on frequently

asked questions, glossaries, and bibliographies.

## Sources

---

- Academic Affairs - Program and Course Design
- Assessment - 2016-2017 Critical Thinking Information Literacy ILO Report
- Assessment - 2016-2017 Interior Design PLO
- Assessment - 2017-18 Welding Technology PLO
- Assessment - 2017-2018 Accounting PLO
- Assessment - 2017-2018 Architecture-Construction Tech. PLO
- Assessment - 2017-2018 Criminal Justice - Law Enforcement PLO
- Assessment - 2017-2018 Environmental Studies PLO
- Assessment - 2017-2018 Interior Design PLO
- Assessment - 2017-2018 Physical Therapist Assistant PLO
- Assessment - 2017-2018 Telecommunication PLO
- Assessment - 2018-2019 Accounting PLO
- Assessment - 2018-2019 Architecture-Construction Tech PLO
- Assessment - 2018-2019 Criminal Justice - Law Enforcement PLO
- Assessment - 2018-2019 Environmental Studies PLO
- Assessment - 2018-2019 Interior Design PLO
- Assessment - 2018-2019 Physical Therapist Assistant PLO
- Assessment - 2018-2019 Studio Art PLO
- Assessment - 2018-2019 Supply Chain Management PLO
- Assessment - 2018-2019 Telecommunication PLO
- Assessment - 2018-2019 Welding Technology PLO
- Assessment - 2018-2019 World Religions PLO
- Biotechnology Advisory Board - Minutes - 11.16.18
- Biotechnology Advisory Board - Presentation - 11.16.18
- CASL - 2015-2016 Annual Report
- CASL - 2015-2016 Quantitative Literacy ILO Report
- CASL - 2016-2017 Annual Report
- CASL - 2016-2017 Civil Society and Culture ILO Report
- CASL - 2016-2017 Quantitative Literacy ILO Report
- CASL - 2017-2018 Annual Report
- CASL - 2017-2018 Civil Society and Culture Assessment ILO Report
- CASL - 2017-2018 Critical Thinking Information Literacy ILO Report
- CASL - 2017-2018 Oral Communication ILO Report
- CASL - 2017-2018 Quantitative Literacy ILO Report
- CASL - 2017-2018 Written Communication ILO Report
- CASL - 2018-2019 Annual Report
- CASL - 2018-2019 Computer Technology ILO Report
- CASL - 2018-2019 Critical Thinking Information Literacy ILO Report
- CASL - 2018-2019 Quantitative Literacy ILO Report
- CASL - 2018-2019 Written Communication ILO Report
- CASL - 3 Step Assessment Process
- CASL - Adjunct Faculty Assessment Engagement
- CASL - Advisory Board-Pre-Education - 04.28.17
- CASL - Advisory Committee ILO Presentation

- CASL - Agenda - Adjunct Assessment - 08.07.18
- CASL - Annual Reports Review and Feedback How To
- CASL - Assessment Handbook - 01.28.19
- CASL - Assessment Summit Report
- CASL - Co-Curricular Assessment Pilot Projects
- CASL - Co-Curricular Assessment Pilot Projects
- CASL - Co-Curricular Learning Outcomes
- CASL - Cultural Transformation Plan - 05.2019
- CASL - HFC Projects Graph 2015-2019
- CASL - HLC Assessment Academy Impact Report 2019
- CASL - IDC Mapping
- CASL - ILO Assessment Annual Report
- CASL - ILO Guide for Program Leads
- CASL - ILO Survey 4-year Institutions and Workplaces
- CASL - Mini Conference Flyer 2015
- CASL - Mini Conference Flyer 2016
- CASL - Mini Conference Flyer 2017
- CASL - Polishing the Rubrics Instructions
- CASL - Program Assessment - 5-Year Plan Template
- CASL - Program Assessment - ILO 5-Year Plan
- CASL - Program Assessment -11.20.17
- CASL - Program ILO Data Summary Guide
- CASL - Program ILO Summary Form
- CASL - Program Tracking
- CASL - QLILO 2018-2019 Summary for Accounting (AB)
- CASL - Quantitative Literacy Rubric
- CASL - Student Learning Steps Email to Adjuncts
- CASL - WCILO Assessment Form 2018
- CASL - WCILO Sub-outcome 2 Assessment Fall 2018
- CASL - Written Communication Rubric
- CASL- ILO Committee Charge and Membership
- CASL Programs - Committee Charge and Membership
- CASL Programs - PLO Feedback Form
- Co Curricular Assessment - 2017-18 Intrapersonal Development - Student Activities Report
- Co Curricular Assessment - 2018-2019 Intrapersonal Welcome Center
- Co-Curricular Assessment - 2016-2017 Civic Engagement-Volunteerism Report
- Co-Curricular Assessment - 2016-2017 Student Activities Civic Engagement Vote Report
- Co-Curricular Assessment - 2016-2017 Student Activities Communication Report
- Co-Curricular Assessment - 2016-2017 Student Activities Diversity Report
- Co-Curricular Assessment - 2017-2018 Communication Career Services
- Co-Curricular Assessment - 2017-2018 Intrapersonal Development Athletics
- Co-Curricular Assessment - 2017-2018 Student Activities Civic Engagement Report
- Co-Curricular Assessment - Tracker 2016-2019
- CTEI - Event Examples
- HLC - 2015 Assurance Argument
- HLC - 2015 Reaffirmation Review Final Report
- PLO-IDC Mapping Fitness Leadership Program
- PLO-IDC Mapping Pre-Engineering Program
- PLO-IDC Mapping Respiratory Therapist Program

- Website - Mission Vision Values

## 4.C - Core Component 4.C

---

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

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

### Argument

---

**4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

HFC's [mission](#) asserts, "As a student-centered, evidence-based college, our success is measured by the success of our students." That success is largely defined by student retention, persistence and completion.

Goal 1.B of the College's [2016-2020 Strategic Plan](#) stresses increased retention and completion rates. These goals are defined overall and by type of student, responding to HLC's concern in 2015 that goals were too general to enable effective planning and interventions ([2015 Reaffirmation Review](#), p. 36). The following metrics and three-year targets were established by the Vice Presidents and appear in the HFC College Scorecard:

- First-time at HFC Retention rate (Fall-to-Winter); 3-year target = 85%
- First-time at HFC Retention Rate (Fall-to-Fall); 3-year target = 60%
- FTIAC Retention Rate (Fall-to-Winter); 3-year target = 85%
- FTIAC Retention Rate (Fall-to-Fall); 3-year target = 65%
- Transfer Retention Rate (Fall-to-Winter); 3-year target = 85%
- Transfer Retention Rate (Fall-to-Fall); 3-year target = 45%
- Transfer Out Rate; 3-year target 50%
- Completion/Graduation rate (150% graduation; FTIAC – FT); 3-year target = 15%
- Completion or Transfer after 6 Years; 3-year target = 80%
- Number Associate Degrees Awarded/Completed; 3-year target = 1950
- Number of Certificates Awarded/Completed; 3-year target = 975

The Strategic Enrollment Management (SEM) Team, which formed in January 2019, is reviewing

these goals as it determines the optimal, sustainable enrollment point for the College ([Board Report 4510](#)).

Retention, persistence, and completion goals are also established for specific programs, sometimes internally and sometimes by external mandates ([Program Review Handbook](#), sections I and II). These goals are influenced by many factors analyzed in program review reports, including employment prospects, necessary faculty and resources, and competition with neighboring institutions. HFC's occupational programs comply with Perkins Core Indicators, whose annual performance levels are negotiated by the State of Michigan and the U.S. Department of Education Office of Vocational and Adult Education ([Perkins Accountability](#)).

The [2015 Assurance Argument](#) noted that the College's approach to improving retention had undergone major changes and that the College was struggling to establish a consistent, specific goal-setting process. At that time, the Retention Advisory Committee (RAC) had been resurrected after a brief hiatus, and RAC determined the College's goals. However, as the College continued to assess its process, a task force of the Faculty Senate determined that RAC was too big and inefficient ([April 2018 report](#)) and that it duplicated efforts of other committees. RAC was dissolved. By direction of the new College President, the SEM Team was created. In just one semester, it made significant headway ([Board Report 4510](#)).

#### **4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

The College uses multiple means to collect and analyze information on student retention, persistence, and completion.

- IPEDS data are used to track completion ([2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#)) and graduation rates ([2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#)) and to analyze how HFC's performance compares with other, similar colleges (IPEDS Data Feedback Reports for [2015](#), [2016](#), [2017](#), and [2018](#)).
- Enrollment Services maintains statistics on [outcomes by program](#), [customer service](#), and monthly use ([2015-2018](#)) of its functions.
- [Program reviews](#) obtain data on retention, persistence, and completion and use that information to improve program outcomes (subcomponents 4.A.1 and 4.C.1).
- Data from Achieving the Dream and the Voluntary Framework of Accountability are used to analyze measures of success (e.g., [VFA Internal Outcomes Report 2018](#)).
- For Perkins-eligible (Career and Technical Education (CTE)) programs, the College collects the following data:
  - o Percentage of CTE concentrators who earned a certificate or degree and left post-secondary education as a percentage of the number of CTE concentrators who left post-secondary education (Perkins Core Indicator 2P1: Credential, Certificate, or Diploma).
  - o Percentage of CTE concentrators who remained enrolled or transferred to another post-secondary institution as a percentage of the number of CTE concentrators who were enrolled and did not earn a certificate or degree (Perkins Core Indicator 3P1: Student

Retention or Transfer).

- o Percentage of CTE concentrators from under-represented gender groups who completed a program that leads to employment in nontraditional fields (Perkins Core Indicator 5P2: Nontraditional Completion)
- Many of the curricular innovations (see, for example, subcomponents 3.C.1, 3.D.2, and 4.B.3) are based on data that relate to student retention, persistence, and completion.
- The [Community College Survey of Student Engagement](#) captures comprehensive data on students' intentions, experiences, and perceptions.
- Every Fall, a cross section of students completes HFC's [student satisfaction survey](#).
- The [drop survey](#) has been used every semester since Winter 2016.
- The Student Orientation, Advising, and Registration program documents student participation, retention, and satisfaction (see the [report documenting orientation's evolution](#)).
- Academic support services such as Eshleman Library ([2016-2017](#) and [2017-2018 Annual Reports](#)), the Learning Lab ([usage data](#), [newsletter](#)), and the Writing Center ([Winter 2018](#), [Fall 2018](#), [Spring 2018](#), and [Winter 2019](#) (p. 2)) analyze and report relevant information.
- Special programs such as the [Detroit Promise Path](#) maintain data.
- HFC support services such as the [Hawks' Nest food pantry](#) maintain data.

HLC's [2015 Reaffirmation Report](#) (p. 36) indicated that because HFC did not document student intent, the College could not effectively measure student success. Now, during the application process, students are asked to [select a program](#), [answer specific questions about it](#), and [state their primary academic goal](#). Such information is used to assess student retention and completion and to enrich students' HFC experience. For example, students who intend to transfer to a four-year college or university indicate the institutions that interest them. The College can then help those students select transfer pathways.

#### **4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.**

Goals 1 and 2 of the [2016-2020 Strategic Plan](#) speak to the College's commitment to using information to improve student retention, persistence, and success within programs and college-wide.

Following HLC's 2015 visit, the Enrollment Planning Team, composed of faculty and staff college-wide, gathered data that revealed [declining enrollment](#) and [stagnant retention](#), specifically for first-time at HFC students. The data led to recommendation of several retention-oriented initiatives ([2016 memo](#)), many of which the College tried. Some focused on improving the registration process. Others included growing the number of instructors trained to teach online to meet student demand and centralizing developmental education on the main campus, where support services are plentiful.

Retention efforts are ongoing. At the [January 2017 State of the College](#), the importance of retention, factors influencing retention, and [HFC's retention initiatives](#) were presented along with an [Education Advisory Board \(EAB\) presentation](#) that provided national context. The College spent almost two

years planning, testing, and implementing [EAB's Student Success Collaborative products](#) before determining that they were ineffective for HFC (see [June 2019 report](#)). Still, the EAB project did stimulate some institutional changes, such as clarifying Student Navigators' assignments and creating the student portal with an onboarding checklist, alerts, and a Student Planner. As reported to IPEDS, the College's [retention rate](#) for FTIAC full-time students increased modestly, from 2015-2016 (55%) to 2017-2018 (61.40%).

The College has undertaken many initiatives to raise the IPEDS completion rate from 6% in Fall 2015 to 15% by the end of 2020-2021. They include the following:

- The Strategic Enrollment Management (SEM) Team (minutes for [December 2018](#), [January 2019](#), and [April 2019](#)) replaced the Enrollment Management Team and is working with external partners on two completion-related projects: [Degrees When Due](#) (launched by the Institute for Higher Education Policy and in conjunction with the Michigan Community College Association; see HFC data from the [Degrees When Due Readiness Survey Report on Adult Reengagement](#)) and [Detroit Drives Degrees](#) (a consortium of area colleges and universities that is coordinated by the Detroit chamber of commerce and that aims to increase the number of people in the area with degrees and high-skills credentials from 43% currently to 60% by 2030).

HFC joined the first cohort for Degrees When Due in 2018. Degrees When Due combines and relaunches two prior initiatives that HFC had participated in: Project Win-Win (focusing on adult reengagement) and Credit When It's Due (reverse transfer). Degrees When Due engages near-completers and encourages them to finish community college degrees or certificates.

Thus far, through Degrees When Due and Detroit Drives Degrees, more than 5,000 eligible students have been identified for program participation. More than 600 of those students already qualify for an Associate in General Studies Degree based on previous credits earned.

- [HFC's debt forgiveness program](#) allows students to cut their debt in half if they create a payment plan, and it enables them to send official transcripts to cooperating institutions even though they have a balance due ([Hawk Pathways Debt Forgiveness Letter](#)).
- A review of HFC's awards conferred reveals [low numbers of certificates awarded](#) over the past several years. Since many certificates are embedded within degree programs, eligible students may not have applied. In Winter 2019, the College developed a process for [automatically awarding certificates](#), including a [Michigan Transfer Agreement Certificate](#). Fall 2019 data revealed that 1,944 students were eligible for certificates (1,406 in Transfer Studies and the rest in other certificate programs such as Nursing Care Skills, Supply Chain Management, and Graphic Design Skill Set). Students were informed and given a short timeframe to decline (see [letter](#)), after which the certificates were awarded.
- The Success in 60 program (subcomponent 3.A.2) was approved in Winter 2019 for liberal arts programs that did not have defined guided pathways.
- In Winter 2019, the Curriculum Committee approved the option to remove the Physical Fitness and Wellness degree requirement from programs to facilitate degree completion and transfer and to be consistent with other institutions of higher education in the area (minutes [February](#)



[2019 minutes](#)).

- In Winter 2019, the [Associate in General Studies](#) (AGS) curriculum was changed from a transfer degree to a terminal degree (subcomponent 3.A.2) because most other community colleges do not offer this degree as a transfer degree and because HFC students were not using it to transfer. The College aims to increase AGS degrees awarded by 30% within a year and by 50% of the current number a year after that.
- In Winter 2017, the College joined the John N. Gardner Institute's [Gateways to Completion](#) (G2C) initiative to analyze policies and practices that contribute to high rates of drops, failures, withdrawals, and incompletes (DEWI) and to investigate strategies for lowering those rates. The G2C Steering Committee identified two courses for the project: CHEM 111—Chemical Skills for Pre-Professional Programs and MATH 100—Basic Technical Mathematics. Both are introductory, prerequisite courses that may create substantial retention challenges. Key Performance Indicators (KPIs) were identified ([CHEM 111 KPIs](#); [MATH 100 KPIs](#)). Course synthesis templates were completed, through which the G2C teams identified key findings and opportunities for collaboration with other G2C colleagues ([MATH 100 template](#); [CHEM 111 and MATH 100 templates](#)). Then KPI recommendations were made and prioritized ([CHEM 111](#); [MATH 100](#)), and reports were written ([CHEM 111](#); [MATH 100](#)). The plans to minimize the barriers for students will be implemented in Fall 2019. The College's use of G2C strategies can be expanded to other courses after this project ends.
- Given the [number of students testing into developmental courses](#), addressing developmental education is key to helping students complete degrees on time. The English Department started a pilot of the [Accelerated Learning Program](#) in 2013. In order to ensure that the program was meeting the needs of developmental writing students, a thorough evaluation, employing both qualitative and quantitative methods, was conducted in 2017 (see [dissertation abstract](#)). The study found that ALP students completed writing requirements at a slightly higher rate than their peers in the traditional developmental writing program, and they completed the requirements a full semester earlier than their peers. ALP students were far more likely to complete a general education class in Social Science, a leading indicator of increased graduation rates. ALP has been scaled up to 80% of the developmental writing classes and is expected to positively affect graduation rates.

HFC continues to pursue effective ways to anticipate and avoid student attrition. Approximately 10 years ago, the College purchased Ellucian's Retention Alert module, which was piloted multiple times and ultimately deemed ineffective. HFC created and hired an [Early Alert Manager](#), who joined a team formed to vet two alternatives: Ellucian's CRM Advise and EAB's Student Success Collaborative. The latter was selected. Unfortunately, EAB's customer support was inconsistent, and other processes at the College made many product elements unusable. After terminating the EAB contract, the College began vetting the SARS Early Alert product. A task force recommended this product ([June 2019 vetting results and recommendation](#)). In Fall 2019, the School of Liberal Arts plans to pilot it, with full implementation expected in Winter 2020 (see [announcement](#)). In 2016, the College also created positions for [Student Success Navigators](#) to reduce attrition (subcomponent 3.D.3).

The [African American Male Student Retention Initiative](#) created a cohort of African American male students participating in a developmental English/developmental Mathematics learning community. This cohort received mentoring, counseling, advising, and tutoring. Oral communication and

interpersonal relationships, which are fundamental to African American male culture, were emphasized. This initiative has been successful, achieving 81% retention from Fall 2017 to Fall 2018 (compared to 40% for African American full-time male students overall) and 69% Fall 2017 to Winter 2019 retention rate (compared to 36% overall); [see retention by race/ethnicity for Fall 2017 cohort](#). It will provide a base for a broader retention plan to be submitted for approval by the end of the Fall 2019 ([report](#)).

**4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)**

The Office of Institutional Research, Planning, and Accreditation (IRPA) is primarily responsible for data collection, analysis, and reporting. HFC supports IRPA staff's professional development and participation in data collection networks to ensure that their methods reflect best practices.

#### Data Collection

IRPA submits data to and uses data from industry-recognized sources, including IPEDS, Perkins, the National Community College Benchmarking Project (NCCBP), National Community College Cost and Productivity Project, Student Transcript and Academic Record Repository (STARR), which is submitted through the Center for Education Performance and Information (CEPI), Achieving the Dream (ATD), the Voluntary Framework of Accountability (VFA), and professional accreditation bodies. Internally, reports generated through WebFOCUS may analyze grade distribution and success rates, which support faculty and administrators working on curriculum as well as support personnel, such as the Early Alert Manager.

Evidence is gathered directly from students.

- The Community College Survey of Student Engagement (CCSSE) was conducted in 2008, 2011, 2015, and 2018 (see [Fall 2018 key findings](#)). CCSSE was distributed in 144 randomly selected, cross-disciplinary sections to students 18 years or older; approximately 3,600 students met the selection criteria. Its results are available to HFC administrators, faculty, and staff and used by groups such as the Strategic Enrollment Management Team and the Student Success Committee.
- The [drop survey](#) is sent to each student who drops a class after the drop deadline without receiving a grade. The response rate ranged from 4% to 11% and recently hit 20%, probably because of more reminders to students. While survey results are not publicly available, they may be accessed by certain employees through Tableau (see subcomponent 5.D.1).
- Every fall, students in a representative cross section of course sections are surveyed on their satisfaction with HFC. In Fall 2018, the [survey](#) was distributed in 144 randomly selected sections, excluding laboratory sections and sections with fewer than five students (see [results](#)).

#### Data Integrity

In 2014, a team analyzed the integrity of the College's data collection procedures ([Data and Integrity: Continuous Process Improvement Plan](#)). Particularly concerning were inconsistencies in data and

other information reported in different locations. The team aimed to resolve and prevent such inconsistencies to improve College planning and decision making and to improve public transparency. As a result of this team's work, the [Data Integrity Oversight Team](#) (DIOT) formed. Since 2015, DIOT has worked on 71 issues ranging from small/short-term projects and bug fixes (e.g., adding a new student status code to the Ellucian Colleague information system to track students waiting to be admitted to a special-admission program, such as Nursing) to long-term projects requiring coordination with multiple departments (e.g., implementing a new process to auto-award certificates). This work is carefully [tracked](#).

Furthermore, to document procedures and ensure consistency, for most recurring reports, data dictionaries are developed (e.g., the [VFA](#), [STARR](#), and [Achieving the Dream](#) data dictionaries). They include a summary of each data element requested, which HFC data field(s) are used to extract or derive the data element, processes used to generate data, and supplementary notes to correctly interpret the data.

### Data Use

Documentation is tailored to each report and replicated or corrected as needed for recurring reports. All documentation is stored with the data and report files for each project for each year/period that the project is repeated.

Through IPEDS, the Michigan Community College Data Inventory (MCCDI), and NCCBP, College leadership regularly requests and reviews data comparing HFC to similar colleges, colleges in market proximity, and colleges with exemplary practices and achievements (e.g., the [NCCPP Institutional Student-Faculty Ratio Report](#), [NCCBP Executive Report](#), and [presentation on the millage proposal](#)). Leadership regularly examines enrollment, cost, revenue, and services data in comparison to other institutions when reviewing College operations and policies.

IRPA encourages use of evidence college-wide. In February 2019, the IRPA team held a Data Summit to discuss methods for collecting data on HFC students' backgrounds, perceptions, and actions at HFC, the relevance of such data to administrators, faculty, and staff, and the process for requesting information from IRPA (see [presentation](#) and [Board Report 4496](#)). The [College Scorecard](#), which was created in 2016 under the former Vice President of Strategy and Information, enables department-specific data use. Departments were coached on determining key metrics for annual tracking. In cases where metrics were not already being tracked by established means (such as IPEDS and tools used by the State of Michigan), IRPA staff conducted workshops based on the [Stacey Barr PuMP approach](#) to performance measurement and KPIs. Workshop participants received a [College Scorecard manual](#) and templates to design meaningful measures. These were then added to the Scorecard.

In Spring 2017, IRPA decided to explore data visualization tools that would bolster and expand college-wide data analysis. Tableau and Microsoft BI, two top-rated products, were evaluated, and Tableau was selected for its efficiency, usefulness, affordability, and compatibility with other products used by the College. From Fall 2018 to Fall 2019, as IRPA continued to test and develop user procedures and documentation, the College went from one developer license and 10 end-user licenses to three developer licenses and 100 end-user licenses. In January 2019, Tableau was fully implemented and accessible to end-users. End-users include the Board of Trustees, the President, Executive Leadership and Executive Assistants, Deans, Associate Deans, and their assistants, lead faculty, directors, and members of the Strategic Enrollment Management Team and the Student Support Committee.

To ensure its effectiveness, IRPA is compiling [usage statistics](#), has provided end-user training, and is refining its own use of Tableau. Available data sets include enrollment dashboards, survey data dashboards, the Perkins Core Indicator Data dashboard, and dashboards on course waitlists and employee turnover. Other dashboards are being developed: a student success dashboard for the entire College and a Health and Human Services dashboard on success with federally required program outcomes.

## Sources

---

- Academic Affairs - 2018 African American Male Retention Report
- Academic Affairs - African American Male Pilot Retention Report - 07.2019
- Academic Affairs - Faculty Toolbox
- BOT - Millage Proposal Presentation 10.2018
- BOT - Report 4496 - 03.18.19
- BOT - Report 4510 - 5.20.19
- Counseling - Student intent - Academic Goal
- Counseling - Student intent - Program Specifics
- Counseling - Student intent - Type of Program
- CPI - Fall 2014 - Data Integrity
- Curriculum Committee - Minutes - 02.04.19
- Detroit Promise Path Interim Findings
- DIOT - Charge and Membership
- DIOT - Issue List
- Dissertation Abstract ALP
- EAB on Preventing Early Attrition
- English - ALP Info Sheet
- Enrollment Services - 5-Yr Student Outcomes by Year of Program Entry
- Enrollment Services - Certificate Auto Award Letter
- Enrollment Services - EAB Navigate Student Success Tool
- Enrollment Services - Early Alert System Pilot and Implementation
- Enrollment Services - Enrollment Planning Team Final Recommendations
- Enrollment Services - Hawk Pathways Debt Forgiveness Letter
- Enrollment Services - Lab Survey - 08.20.15
- Enrollment Services - New Student Orientation Report
- Enrollment Services - Statistics Reports 2014-2018
- Eshleman Library - Annual Report 2016-2017
- Eshleman Library - Annual Report 2017-2018
- Gateways for Completion - KPIs for CHEM 111
- Gateways to Completion - CHEM 111 Recommendations
- Gateways to Completion - CHEM 111 Report
- Gateways to Completion - Course Synthesis Templates - CHEM 111 and MATH 100
- Gateways to Completion - Course Synthesis Templates for MATH 100
- Gateways to Completion - KPIs for MATH 100
- Gateways to Completion - MATH 100 Recommendations
- Gateways to Completion - MATH 100 Report
- Hawks Nest - 2017-2018 Report
- HFC - 2018-2019 College Scorecard Manual
- HFC - College Scorecard Fall 2018

- HFC - Degrees When Due Readiness Survey
- HFC - Student Portal Screen Shot
- HFC Catalog - General Studies
- HFC Catalog - Michigan Transfer Agreement Certificate
- HFC News - HFC and Partners - Debt Forgiveness Program
- HLC - 2015 Assurance Argument
- HLC - 2015 Reaffirmation Review Final Report
- HR - Job Description - Early Alert Manager
- IR - 2015 IPEDS Data Feedback
- IR - 2016 IPEDS Data Feedback
- IR - 2017 IPEDS Data Feedback
- IR - 2018 CCSSE Aggregate Student Responses
- IR - 2018 CCSSE Key Findings
- IR - 2018 IPEDS Data Feedback Report
- IR - Achieving the Dream Data Dictionary
- IR - Auto Award Numbers – Fall 2019
- IR - Certificates Awarded 2013-2018
- IR - Degrees When Due Reporting Template
- IR - Developmental Placement
- IR - Drop Survey Data 2016-2018
- IR - Exec. Report - National Community College Benchmark Project
- IR - Fall 2017 Cohort Retention Rates by Race Ethnicity
- IR - Fall 2018 Student Course Drop Survey
- IR - Fall 2018 Student Satisfaction Survey
- IR - Fall 2018 Student Satisfaction Survey Results
- IR - Fall 2018 Student Success Rate Report - Sociology
- IR - IPEDS Completions - 2015-2016
- IR - IPEDS Completions - 2016-2017
- IR - IPEDS Completions - 2017-2018
- IR - IPEDS Completions - 2018-2019
- IR - IPEDS Graduation Rates - 2015-2016
- IR - IPEDS Graduation Rates - 2016-2017
- IR - IPEDS Graduation Rates - 2017-2018
- IR - IPEDS Graduation Rates - 2018-2019
- IR - NCCCPP Institutional Student-Faculty Ratio Report
- IR - Retention Rates
- IR - STARR Data Dictionary
- IR - Student Perceptions Data Summit - 02.18.19
- IR - Tableau Usage by Month
- IR - Unduplicated Student Headcount by Year
- IR - VFA Data Dictionary
- IR - VFA Internal Outcomes Report 2018
- IR - Winter 2019 Student Success Rate Report - Business
- Learning Lab - Usage Data
- Learning Lab - Winter 2019 Newsletter
- Program Review Handbook 2018-2019
- Retention - Task Force Recommendations - 04.2018
- SEM Team - Minutes - 01.2019
- SEM Team - Minutes - 04.2019

- SEM Team - Minutes - 12.2018
- State of College - College -Wide Retention Initiatives - 01.04.17
- State of College - Promises to Keep Retention Presentation - 01.04.17
- Strategic Planning - Strategic Plan 2016-2020
- Student Affairs - SARS Early Alert Recommendation
- Website - Academic Advisors and Student Navigators
- Website - Degrees When Due - IHEP Project
- Website - Detroit Drives Degrees - Detroit Regional Chamber
- Website - Gateways to Completion — Gardner Institute
- Website - Institutional Research Planning and Accreditation
- Website - Mission Vision Values
- Website - Perkins Accountability
- Website - PuMP Approach to Performance Measurement and KPIs
- Writing Center - Fall 2018 Report
- Writing Center - Newsletter May 2019
- Writing Center - Spring 2018 Report
- Writing Center - Winter 2018 Report

## 4.S - Criterion 4 - Summary

---

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

### Summary

---

The College evaluates and improves its teaching and learning through evidence-based practices. A comprehensive program review process has evolved since its inception in 2014 based upon faculty feedback. The addition of a robust program review training component has assisted faculty in data analysis and making data-informed decisions. By engaging faculty and administrators, program review has led to meaningful changes in programs college-wide.

Institutional policies and significant faculty involvement assure the quality of HFC's educational programs. Faculty determine policies for the academic credits that the College transcripts. In addition, faculty determine course content, sequencing, and performance expectations and participate in establishing faculty qualifications to ensure appropriate course/program content and rigor.

The College continues to improve its process for evaluating student success, although evaluating graduates' employment and earnings is still challenging due to data limitations at the State level. However, transfer and longitudinal data are gathered through the National Student Clearinghouse and the Michigan Statewide Longitudinal Data System. To increase data accessibility, the Office of Institutional Research and Reporting now uses the Tableau data visualization tool to share student success information.

The College's assessment of student learning has become more comprehensive and actionable since the 2015 HLC site visit. Institutional, program, and co-curricular learning outcomes are explicitly stated in the College Catalog, in course and program masters, and in syllabi, and they are systematically assessed based upon best practices learned from participation in the HLC assessment academy.

The College's 2016-2020 Strategic Plan stresses increased retention and completion rates, with goals defined overall and delineated by type of student. The Office of Institutional Research and Reporting uses data from industry-recognized sources, such as IPEDS, VFA, Perkins, and ATD to generate reports on retention, persistence, and completion. Analysis of this data has led to improvements and new retention initiatives across all areas of the College.

### Sources

---

*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

---

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

### 5.A - Core Component 5.A

---

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

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

### Argument

---

#### **5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.**

Since HLC's 2015 visit, when HFC was just recovering from a financial crisis, the College has continued to build its resources and infrastructure and is now operating from a position of strength.

#### Fiscal Resources

Financial resources and processes support well the College's operations. By taking corrective actions, the College has re-established and increased its fund balance. The College's Unrestricted Fund Balance increased from \$5.4 million at the end of fiscal year (FY) 2013 to \$21.3 million at the end of FY 2019. For the same time period, the General Fund increased from \$700,000 to \$12.6 million ([2015](#), [2016](#), [2017](#), and [2018](#) audits).

Because other funding is limited, HFC must depend on student fees and tuition as its main source of revenue (subcomponent 1.D.2), but careful planning enables the College to maintain its affordability for students without compromising its programs. In 2017-2018, 52% of revenue was from student tuition and fees, 27% was from State appropriations, 14% came from property taxes, and 7% came from other sources ([2018-2019 Fast Facts](#)). Even with Michigan's strengthening economy, State



appropriation increases have not exceeded 3% over the last seven years. Property taxes have begun to recover with only modest annual increases and the State-guaranteed increase in personal property tax ([Property Tax Collections at HFC](#)). Fortunately, 70% of Dearborn taxpayers demonstrated their commitment to the institution in November 2018 by voting to renew the one mill property tax for another five years. The approximately \$4.2 million generated from this tax enables flexible allocation of resources to support growth. The College also pursues [grants](#).

Although the College has had to modestly increase tuition and fees ([tuition and fee summaries for FY 2014-2019](#)), it still has one of the lowest tuitions in the State for in-district students (39% of the enrollment in Fall 2018) and below average tuition from out-of-district students (59% of enrollment in Fall 2018) ([Student Profile](#)). Dual enrollment with Dearborn Public Schools is an increasingly important revenue source (see [Enrollment Comparison for Cabinet, Fall 2018](#)). The College's Bad Debt has reduced dramatically, from a \$11.6 million write-off amount in FY 2013 to less than \$1 million in FY 2018 ([FY 2020 budget presentation to the Board of Trustees](#), slide 7), by strictly enforcing three deregistration periods (one week before classes begin, on the first day of classes, and on the last day of the course add/drop period).

The Institutional Energy Management Plan (IEMP) instituted in October 2017 reflects HFC's proactive approach to ensuring financial health ([Board Reports 4370](#) and [4511](#)). By increasing energy and water use efficiency, over 15 years, the College will recover almost \$25 million in investments in its infrastructure and reduce overall energy use by 60% and water use by 40%, with an ROI of 8%. The College began negotiating a performance contract with a construction/energy consulting firm in June 2019, has \$7 million reserved internally for the project, and is pursuing donations and loans for the balance of the funding ([Capital Project Financing](#)). The IEMP is further described below.

Planning occurs alongside budgeting to ensure adequate, appropriate financial resources (component 5.C).

### Human Resources

The College analyzes enrollment data, strategic goals and initiatives, area workload, compliance and accountability requirements, and comparable community college staffing to determine the most effective staffing.

Comparing the [2015 organizational chart](#) with the [current organizational chart](#) reveals significant changes. The current structure reflects the vision of the Vice President of Academic Affairs (new in 2017), Vice President of Student Affairs (new in 2018), and President (new in 2018). Major changes are highlighted below:

- Vice President positions were reduced from seven to six, with the Vice President of Administrative Services' areas of responsibility split among the other Vice President positions. Information and Technology Services now reports to the Vice President of Financial, Facility, and Auxiliary Services while Campus Safety reports to the Vice President of Student Affairs and Human Resources reports directly to the President.
- Academic divisions were dissolved, and departments were grouped into new schools: School of Liberal Arts (SOLA), School of Science, Technology, Engineering, and Mathematics (STEM), School of Health and Human Services (HHS), and School of Business, Entrepreneurship, and Workforce Development (BEPD). With this change, four [Dean](#) positions were

created, [Associate Dean](#) positions were reduced from six to four, and 22 department [Faculty Chair](#) positions were created.

- The Director of Teaching and Learning Services and its direct reports (Library Supervisor and Manager of Teaching and Learning Services) were replaced by a [Director of Library and Academic Support Services](#) and a [Director of Academic Services](#), who report to the Vice President of Academic Affairs.
- New positions for [Director of K-12 Relations](#), [Articulation Manager](#), and [Catalog Manager](#) were created, reflecting the importance partnerships described in criteria 3 and 4.
- Hiring an [Assistant Director](#) enabled the Financial Aid Department to reduce the number of contract workers and save approximately \$90,000.

Because Human Resources (HR) expenditures comprise approximately 80% of the College's General Fund, appropriate staffing is crucial. Data reported to Activities Classification Structure and Michigan Postsecondary Data Inventory show HR's annual allocations at the College:

- 2014-2015: 78.5%
- 2015-2016: 79.1%
- 2016-2017: 81.6%
- 2017-2018: 82.9%
- 2018-2019: 79.7%

According to data reported to IPEDS, from [2014 to 2019](#), full-time and adjunct faculty numbers have decreased alongside decreasing enrollment, and the number of full-time, non-instructional staff has increased, largely from the transition from contract workers to HFC employees and from the restructuring described above, which added support staff (one Assistant for each Dean and for each Associate Dean and one or two Assistants for each School, depending on size).

In Winter 2019, the President initiated a [study of the Office of Human Resources](#) to evaluate its effectiveness and whether it requires restructuring. This study involved benchmarking against similarly sized Michigan community colleges, internal interviews and surveys, and a review by an external consultant.

Per 2005-2018 IPEDS data, 2017-2018 administrative positions (Cabinet, Administrative Assistants, Human Resources personnel, and Local 71 Administrators) are at 2007-2008 full-time equivalent levels and pre-2007 salary expenditures. Since the HLC's last visit, compensation reviews were conducted to evaluate HFC salary alignment with the local market:

- [Exempt employees and Local 71 professional staff](#) in 2015
- [Support Staff Association](#) in 2015
- Special Assistants in 2018 ([Position Compensation Summary](#) and [Special Assistants Market Benchmarking](#))
- [Information Technology \(IT\) employees](#) in 2019

Changes have been made to ensure sustainability. Since 2015, the College has reduced the number of external contractors and created full-time IT positions at the College. The College has also aligned IT salaries with market salaries and reclassified IT jobs ([Findley report](#)). These changes make HFC competitive in hiring and retaining highly skilled IT employees. Also, a new salary scale was created

for Special Assistants, who were placed accordingly.

Cabinet [evaluates applications for faculty reassigned time](#) for special projects or committee work and grants approval semester-by-semester, enabling prudent resource allocation, flexibility, and efficiency.

The [2015 Assurance Argument](#) (p. 98) noted that staffing was inadequate to support online teaching and learning. The College is addressing this need. Hiring a Director of Academic Services provided much needed oversight of the Instructional Technology Department. Collaborating with the new e-Learning Manager and the e-Instructional Designers, the Director is developing a strategy for resource management.

Criterion 3 delves into faculty and student support services staffing.

### Physical Infrastructure

The Director of Facilities Services supervises 58 employees to ensure the infrastructure's safety, functionality, and compliance with agency standards ([department mission](#) and [Board Policy on Facilities Planning](#)). Physical infrastructure projects run the gamut, from maintenance, repair, and upgrades to new construction, major renovations, and reallocations of space. The Facilities website documents completed ([2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#)) and active projects.

As shown in the [2015 Master Plan](#) and the Capital Outlay Plans for [2015-2020](#), [2017-2021](#), [2018-2022](#), and [2019-2023](#), the facilities planning process begins with environmental scanning and analysis of staffing, enrollment, and instructional programming needs. Major projects that support instructional programming include renovation of a Chemistry lab and the labs for the Respiratory Therapist and the Surgical Technologist programs, creation of the Center for Innovative Manufacturing Education, upgrade of the Culinary Arts facility, and renovation and expansion of the Technology Building to create the HFC Entrepreneur and Innovation Institute. Also, a learning lab for underground cable splicing and pole climbing was created with funding from DTE ([Board of Trustees February 2018 meeting minutes](#), item V.B, and [Board Report 4490](#)). A \$4.5 million grant obtained in 2015-2016 enabled several other updates to the Technology Building: creation of a new welding tank storage area and training lab, an engine lab, a dynamometer lab, and a Super Lab for electronics and robotics.

Other projects supporting teaching and learning are smaller in scale but vital nonetheless. Examples follow.

- Several instructional labs in the Science, Liberal Arts, and Health Careers buildings were updated with new lighting, desks, cabinetry, computers, and audiovisual equipment.
- The Fitness Center was renovated.
- The library was reorganized, and new furniture and mobile device charging stations were installed.
- Student soft spaces were created in the Administrative Services and Conference Center, Liberal Arts, and Science buildings, and a space for Veterans was created in the Student Center.

See subcomponent 3.D.4 for additional discussion of instructional infrastructure.

Given the age of many campus buildings, upkeep is challenging but managed well. In 2015, the College's data center was completely updated with clean, properly distributed power, high-efficiency

air conditioning, improved air flow, and replacement of the old, undersized generator with a properly sized backup generator. The main cooling tower (installed in the 1960s) was replaced with a high-efficiency, state-of-the-art cooling tower, and the College's electrical system was upgraded from 4,800 kVA to 13.2 kVA (the last building to be upgraded is the Technology Building, to occur during the overall building upgrade). Emergency lighting was upgraded to LED in all buildings. Annually, the parking lots are repaired and maintained, and one or two building roofs are replaced.

In addition to being fiscally effective, the IEMP launched in 2017 will enhance the College's infrastructure. By upgrading building envelopes, entry doors, heating, cooling, and water systems, and building controls, the IEMP will bring HFC's main campus up to 21<sup>st</sup> century energy and building standards (German A rated). After soliciting bids on a Performance Contract, Johnson Controls was selected to help implement the IEMP ([Board Report 4511](#)).

The College took over the buildings formerly occupied by the Society of Mechanical Engineers and is studying how best to use them ([see feasibility study](#)). Putting the Early College there is one possibility.

### Technological Infrastructure

The state-of-the-art Enterprise Resource Planning (ERP) system and technological infrastructure are supported by a well-trained Information Technology Services (ITS) staff of administrators, technical and audiovisual support staff, contractors, and cooperative education students. The [ITS website](#) describes the infrastructure's complexity, which includes telephone and voicemail, student, financial aid, human resources, and financial management systems, websites, network and internet services, and other computing needs.

Both administrative and academic needs are met ([ITS Overview](#)). Annually, ITS updates its strategic plan and objectives and documents its accomplishments:

- [2015-2020 Strategic Plan](#)
- [2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019](#) objectives
- [2015-2016](#), [2016-2017](#), [2017-2018](#), and [2018-2019](#) accomplishments

The [2019-2024 Technology Plan](#) focuses on academic usage. It contains an audit of classroom equipment and recommendations on topics such as guidelines for maintaining accurate inventories and timelines for purchasing, maintaining, and upgrading classroom technology. The Technology Investment Fund (see [application form](#)) and [Perkins Fund](#) cover some of the cost.

See subcomponent 3.D.4 for how technology enables effective teaching and learning.

**5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas of disbursement of revenue to a superordinate entity.**

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

**5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.**

The College's [2016-2020 Strategic Plan](#) consists of three achievable goals, each with its own

implementation strategies. These goals grow from the [mission statement](#) and guide planning and budgeting. Examples below prove that the plan is realistic. The [College Scorecard](#) defines and documents metrics that align with the strategic goals.

*Goal 1: Increase students' success and engagement to better prepare them for work, civic participation, and lifelong learning.*

- Strategy 1E: Provide clear educational pathways for students to establish and achieve their goals.

Several initiatives have successfully addressed this goal, including Guided Pathways (subcomponent 3.D.2), Success in 60 (subcomponent 4.C.3), and Gateways to Completion (subcomponent 4.C.3).

HFC is also engaged in creating state-wide transfer pathways and agreements. Work on Phase I (Biology, Business Administration, Criminal Justice, and Psychology) is complete. Course Equivalency Matrices are under development for Communication, Computer Science, Mechanical Engineering, and Social Work (Phase II). Work on Phase III (Exercise Science, English, Art, and Public Health) has just begun.

An HFC Mathematics Instructor co-chairs the [Right Math at the Right Time \(RM@RT\) Task Force](#), which was created in 2016 “to strengthen the implementation of math pathways across Michigan’s two- and four-year post-secondary institutions.” [The Right Math at the Right Time for Michigan: “Coalition of the Willing” Strengthens Math Pathways in a Decentralized Higher Education System](#) reports on the RM@RT Task Force and other related projects.

- Strategy 1I: Design and enhance strategies to increase access and success of developmental education students in college-level courses.

Many developmental English and Mathematics courses have been redesigned and increased students’ college-level success and retention. See subcomponents 3.D.2 and 4.C.3.

*Goal 2: Achieve and sustain enrollment that ensures high-quality outcomes that meet the needs of students and industry.*

- Strategy 2A: Create and expand partnerships with educational institutions, business, and industry.

HFC’s partnership with DTE, Michigan Works!, and the U.S. Department of Labor—Power and Trades Program is funded through a grant from the DTE Energy Foundation. Formed in 2017, the program trains people for high-demand jobs in the energy industry. (See [article](#) and subcomponent 3.D.4.)

In 2018, HFC began collaborating with Eastern Michigan University’s nursing degree program to enable students to enroll in EMU’s Bachelor’s Degree in Nursing while they work on their Associate in Applied Science Degree in Nursing at HFC. (See [article](#) and [agreement](#).)

In 2019, HFC entered a debt forgiveness partnership with the Detroit Regional Chamber (chamber of commerce), Oakland University, and Wayne State University. This program

targets adults in the Detroit metropolitan area with some college but no degree. (See [article](#) and subcomponent 4.C.3.)

- Strategy 2D: Improve marketing and recruitment strategies that effectively promote the College, its programs, and its other offerings.

Annually, the College creates an enrollment and marketing plan that is cost-effective and adaptable to changes in trends and demographics ([Board Reports 4137](#), [4235](#), [4278](#), and [4454](#)). Cross-campus collaboration has resulted in specific recommendations to strengthen enrollment ([Enrollment Planning Team recommendations](#)).

In 2017, HFC hired a new [Director of Marketing and Communications](#), who has a graduate degree in marketing communications and an extensive record of success at the University of Michigan School of Public Health, the University of Detroit Mercy, and Eastern Michigan University (see [article](#)). The Director pursues [Marketing and Communications' mission and objectives](#).

*Goal 3: Cultivate a collaborative culture to improve organizational effectiveness, diversity, and stakeholder satisfaction and to enhance community relations.*

- Strategy 3A: Create a collaborative, service-oriented culture through cooperative, collegial communication and evidence-based planning and problem solving.

As the College experienced many changes in administration and organizational structure, effective communication and collaboration became more challenging. The Employee Recognition and Engagement Committee formed (see [EREC speaking points](#)), conducted a [survey](#), and used those results to plan ways to strengthen a culture of appreciation among employees. Activities have included Employee Market Day, an employee picnic in May, and bringing food trucks from area restaurants to campus.

- Strategy 3C: Create a comprehensive onboarding program for employees to acclimate them to their new environment and promote their success.

Employee orientation at HFC has improved significantly. The Center for Teaching Excellence and Innovation continues to orient new faculty, as in the past, and is now supplemented by informational sessions offered by the full-time faculty bargaining unit. Furthermore, in Spring 2017, the Office of Human Resources addressed inadequate orientation of new employees college-wide. It collaborated with departments across campus to create a three-hour New Employee Orientation, which is offered several times a year to accommodate varied dates of hire.

#### **5.A.4. The institution's staff in all areas are appropriately trained and qualified.**

Through its employment practices and ongoing training, HFC ensures the qualifications of its staff.

Applicants are carefully vetted. The [Constitution of the Faculty Organization](#) (Article VI) defines the involvement of faculty and staff, and the [Staffing Approval Process](#) illustrates the involvement of the President and Cabinet as well as Human Resources and other stakeholder groups. When a vacancy occurs, the hiring manager reviews the job description (qualifications and duties) to determine whether changes are needed. If those changes are substantial, O\*Net (an online database for occupational definitions and descriptions) and peer institutions are consulted. The appropriate

bargaining unit is notified. For new positions, the hiring manager creates a job description for the [Labor Coalition](#) to review. Jobs are posted in Cornerstone, the College's Human Resources system. Applications that do not meet the requirements are culled. The rest are forwarded for evaluation by a screening committee, which selects whom to interview and ultimately whom to recommend.

Since HLC's last visit, a new training and development program has been implemented for all employee groups. Subcomponent 3.C.6 discusses the qualifications and training of student support services employees, and subcomponents 3.C.2 and 3.C.4 discuss those of the faculty. [Campus Safety training](#), [Facilities training](#), and Information Technology Services training ([2015-2019 training record](#) and [training topic descriptions and conferences](#)) are also comprehensive. The [Dearborn Schools Operating Engineers Association bargaining agreement](#) (Article XI.G) describes conditions for in-service training.

Accessibility of electronic content is critical. To serve students, employees, and the public, the College has been educating all employees about the updated [accessibility policy](#) and has been training employees on how to create accessible electronic content. A college-wide electronic accessibility self-audit is also under way to identify and fix inaccessible content.

For several employee groups ([Support Staff Association bargaining agreement](#), Article 12, [Administrators' Association bargaining agreement](#), Article XXIII.E, and Exempt Administrative Assistants), merit pay helps to motivate continuous professional training and development. Also, reimbursement of adjunct faculty for conference expenses increased from \$100 in the 2013-2017 bargaining agreement to \$400 in the [2017-2021 bargaining agreement](#) (Article XVIII.C).

#### **5.A.5. The institution has a well-developed process in place for budgeting and monitoring expenses.**

The modifications made to the budgeting and monitoring process that were responsible for correcting the \$16.6 million deficit in 2013-2014 continue to be refined, and the budget monitoring process is effective.

Daily and monthly monitoring enables mid-year budget adjustments and prompt corrective actions, overseen by the President, Cabinet, and Board of Trustees (component 2.A).

- Student tuition and fees may be projected at any time to check budgetary alignment (e.g., Student Tuition and Fees Forecast for [FY 2015](#), [2016](#), [2017](#), [2018](#), and [2019](#)).
- Forecasted and actual cash are compared daily, and forecasting adjustments occur based on "timing" issues, such as receipt of Federal Financial Aid, payroll cycles, property tax receipts, and State appropriations (e.g., Cash Forecasts for May [FY 2015](#), [2016](#), [2017](#), [2018](#), and [2019](#)).
- Monthly reports to the Board of Trustees compare the initial budget with actual, year-to-date figures, provide the adopted fiscal year budget and midyear adjusted budget, and compare year-to-date actual numbers for revenue and expense categories with those from the prior year to show areas of growth and savings (see [FY 2014-2019 Board of Trustees General Fund Report Summaries](#) and [President's 2015-2019 Budget Reports](#)).
- Monthly basis reviews of Bad Debt with Gross Receivable Report and Projected Bad Debt Report for Fiscal Year End are generated ([Student Accounts Receivable Comparison](#), [Bad Debt](#)

[Estimate](#), and [R2T4 Statistics](#)).

- Critical to managing College operations is the detailed monthly President's Report (see [2015-2019](#)) for the President and Cabinet. This more detailed report identifies revenue and expense subcategories and enables more precise monitoring.
- As an upgrade to the ERP system, Budget Self-Service was implemented in FY 2018 and allows budget managers to see their accounts activity, including total budget, actuals, and encumbrances in real-time.
- Beginning in 2016, the College implemented the Sustainable Budget Model, which projects at least three years beyond the current fiscal year using assumptions for enrollment, tuition rates, and other funding source changes. It also includes cost assumptions such as contractual obligations, assumptions regarding faculty retirements and replacements, debt service requirements, and other planned initiatives.

## Sources

---

- Academic Affairs - Application for Reassignment - Special Projects
- Academic Affairs - Faculty Chairs Roles Responsibilities
- BOT - Electronic Information and Technology Accessibility Policy
- BOT - Minutes - 02.19.18
- BOT - Policy 6000 Facilities Planning
- BOT - Report 4137 - 03.16.15
- BOT - Report 4235 - 12.21.15
- BOT - Report 4278 - 05.16.16
- BOT - Report 4370 - 06.19.17
- BOT - Report 4454 - 08.13.18
- BOT - Report 4490 - 02.18.19
- BOT - Report 4511 - 05.20.19
- Campus Safety - Training Log 2
- Enrollment Services - Planning Team Recommendations Memo
- EREC - Fall 2014 Survey Results
- EREC - Speaking Points for Award Presentation
- Facilities - 2015-2016 Completed Projects
- Facilities - 2016-2017 Completed Projects
- Facilities - 2017-2018 Completed Projects
- Facilities - 2018-2019 Completed Projects
- Facilities - Active Projects
- Facilities - Capital Outlay Plan (2015-2020)
- Facilities - Capital Outlay Plan (2017-2021)
- Facilities - Capital Outlay Plan (2018-2022)
- Facilities - Capital Outlay Plan (2019-2023)
- Facilities - Mission Statement
- Facilities - Report - HFC Master Plan - 06.29.15
- Facilities - Training
- Faculty Org. - Constitution
- Fall 2018 Enrollment For Cabinet - 10.09.18



- Financial - 2015-2019 Restricted Fund Summary
- Financial - AR Projections and Bad Debt Estimation - 06.2019
- Financial - BOT Budget FY2020 Presentation
- Financial - BOT General Fund Report Summaries 2014-2019
- Financial - Budget President Reports 2015-2019
- Financial - DPS Audit 2015
- Financial - DPS Audit 2016
- Financial - DPS Audit 2017
- Financial - DPS Audit 2018
- Financial - FY2015 Cash Flow as of 5.5.15
- Financial - FY2015 Tuition Fees Forecast
- Financial - FY2016 Cash Flow as of 5.11.16
- Financial - FY2016 Tuition Fees Forecast
- Financial - FY2017 Cash Flow as of 5.1.17
- Financial - FY2017 Tuition Fees Forecast
- Financial - FY2018 Cash Flow as of 5.15.18
- Financial - FY2018 Tuition Fees Forecast
- Financial - FY2019 Cash Flow - 05.13.19
- Financial - FY2019 Tuition Fees Forecast
- Financial - FY2019-2027 Capital Project Financing
- Financial - Gross Receivables Report - 05.2019
- Financial - R2T4 Statistics - 2006-07 thru 06.11.19
- Financial - Tuition and Fee Summary FY14-19
- HFC - BSN Collaborative Signed
- HFC - College Scorecard Fall 2018
- HFC - Former SME Campus Feasibility Study
- HFC - President Email on HR and Campus Safety Status
- HFC - Property Tax Collections
- HFC Catalog - ENG 131 Intro to College Writing CM - Current
- HFC Catalog - ENG-094 Accelerated Learning in Reading and Writing CM
- HFC News - HFC and EMU Nursing Degree Collaboration
- HFC News - HFC and Partners - Debt Forgiveness Program
- HFC News - New Director of Marketing and Communications
- HLC - 2015 Assurance Argument
- HR - 2015 Exempt and Local 71 Compensation Review
- HR - 2015 SSA Compensation Review
- HR - 2018 Special Assistants Compensation Review
- HR - 2018 Special Assistants Market Analysis Detailed Benchmarking
- HR - 2019 IT Compensation Review
- HR - AFO Bargaining Agreement (2017-2021)
- HR - DSOEA Bargaining Agreement (2018-2023)
- HR - Job Description - Articulation Manager
- HR - Job Description - Associate Dean
- HR - Job Description - Asst. Director Financial Aid
- HR - Job Description - Catalog Manager
- HR - Job Description - Dean
- HR - Job Description - Director K-12 Relations
- HR - Job Description - Director Library and Academic Support Services
- HR - Job Description - Director Marketing and Communications

- HR - Job Description - Director of Academic Affairs
- HR - Labor Coalition Checklist for Unit Placement - 11.14.18
- HR - Local 71 Bargaining Agreement (2016-2021)
- HR - Organizational Chart - 01.31.15
- HR - Organizational Chart - 09.19.19
- HR - SSA Bargaining Agreement (2016-2020)
- HR - Staffing Approval Process
- IR - Faculty Staff and Students - IPEDS 2014-2019
- IR - Fall 2018 Student Profile
- IR - Fast Facts 2018-2019
- IT - 2015-2016 Accomplishments
- IT - 2015-2016 Objectives
- IT - 2015-2019 Training and Development
- IT - 2016-2017 Accomplishments
- IT - 2016-2017 Objectives
- IT - 2017-2018 Accomplishments
- IT - 2017-2018 Objectives
- IT - 2018-2019 Accomplishments
- IT - 2018-2019 Objectives
- IT - 2019-2024 Technology Plan
- IT - Conferences and Training
- IT - HFC Technical Overview
- IT - Strategic Plan 2015-2020
- ITC - Preparing to Teach Online Syllabus
- Perkins - Total Projects 2015-2019
- Strategic Planning - Strategic Plan 2013-2015
- Strategic Planning - Strategic Plan 2016-2020
- TIF - Application Form
- Website - DTE Partnership - Career Focus
- Website - Information Technology Services
- Website - Marketing and Communications
- Website - Michigan Transfer Network
- Website - Mission Vision Values
- Website - Right Math at the Right Time for Michigan
- Website - Right Math at the Right Time Report

## 5.B - Core Component 5.B

---

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

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

### Argument

---

**5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

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

**5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.**

As longstanding sources of strength for the College, shared governance has evolved to include all internal constituencies.

#### Shared Leadership Structure

When HLC last visited, the College had just undergone a major reorganization, with the goal of better defining work flow and responsibilities ([Shared Leadership Structure](#)). Since then, several steps have been taken to clarify the structure.

Formerly, there was a College Senate consisting of faculty and administrators that reported to the College Organization, a body of all full-time faculty and administrators. In Fall 2014, the College Senate incorporated adjunct faculty representatives ([2015 Assurance Argument](#), subcomponent 5.B.2). Standing committees reported to the College Senate.

The [Shared Leadership Structure](#) developed by the Shared Leadership Task Force in 2014 created three cross-functional, collaborative councils: the [Academic Council](#), [Coordinating Council](#), and [Operations Council](#). Under this structure, administrators, full-time and adjunct faculty, support staff,

and engineers are represented.

To preserve faculty authority over academic policy, the College Senate and the College Organization were replaced by the Faculty Senate and the Faculty Organization ([2015 Assurance Argument](#), subcomponent 5.B.2).

Subsequently, the Faculty Senate reviewed the former College Senate Standing Committees and conferred with administration to determine which should remain under Faculty Senate oversight; the remaining committees were identified for administrative management ([Faculty Senate meeting minutes for January 13, 2016](#)). The current lists of [Faculty Senate Standing Committees](#) and [College Standing Committees and Councils](#) resulted.

This structural clarification has substantially addressed a concern in the [2015 Reaffirmation Review](#) (p. 41): that rapidness of governance system changes had resulted in confusion over roles and responsibilities of various committees. The HLC peer review team stated, “Of particular concern was the relationship of some of the newer committees including CPI [Continuous Process Improvement] teams with established standing committees of the Faculty Organization and the Academic Council.” [CPI Teams](#) were discontinued after the Winter 2017 semester, just prior to the previous President’s resignation. The College pursues continuous process improvement through inclusive, cross-functional task forces, working groups, and committees, such as the [Strategic Enrollment Management Team](#) (SEM) and the [Diversity Task Force](#).

During his first year at the College, the current President began evaluating the [Shared Leadership Structure](#) that was created under the previous administration. While the academic side of the structure is working well, the need for the Coordinating Council appears questionable, and the Operations Council’s processes need further development to ensure efficiency. In part to assess the Operations Council’s efficacy, the President recently requested that it evaluate compliance with HFC’s [no-smoking policy](#), investigate strategies for fostering a culture of health and activity on campus, and assess and make recommendations to strengthen ADA compliance on campus. In his request, he invites the Operations Council to work with the Faculty Senate standing committees.

The Shared Leadership Structure is ingrained in the [Faculty Organization Constitution](#), which in turn is part of the [2016-2021 full-time faculty bargaining agreement](#). With that in mind, the President has been conferring with Cabinet on refining the structure in the future. He also met with Coordinating and Operations Councils for input on their functions and effectiveness.

Students participate in College governance, most notably as members of several Senate and College Standing Committees and Councils and through the [Student Council](#).

#### Academic Reorganization

The [goals of the Academic Affairs reorganization](#) were to foster more interdisciplinary collaboration and to create a structure more easily adaptable to changes in the workforce.

The reorganization process and assessment of its effectiveness reveal strong engagement in institutional governance. The [Faculty Organization Constitution](#) states that the Faculty Senate “is an instrument of shared governance” (p. 2) and that “the faculty shall share responsibility and attempt to reach consensus with the Academic Council in recommending policies to the President and Board of Trustees, in matters such as ...the establishment of new schools or divisions” (p. 3). The rationale for the reorganization and two potential versions of it were explained by the Vice President of Academic

Affairs during Faculty Senate and Academic Council meetings (see [minutes](#) and [presentations in March 2017](#) and [May 2017](#)), and feedback was solicited from these two groups. The Faculty Senate met several times to discuss the two versions (minutes for [April 12, 2017](#), [April 26, 2017](#), and [May 31, 2017](#)) and created subcommittees to study the structures and formulate recommendations for administration ([Senate proposal on organization and implementation](#)). Ultimately, the [structure in its current form](#), with the creation of four schools, each led by a Dean, an Associate Dean, and Department Chairs, was finalized by Cabinet and implemented in the 2017-2018 academic year.

Evaluation of such major organizational changes is imperative. To that end, the Faculty Senate approved the creation of a joint Senate-Administration Task Force, which surveyed all employee groups on the pros and cons of the new structure ([April 2018 report](#)). Approximately one year later, the task force re-formed, conducted another survey consisting of the same questions, with minor changes, and produced the [April 2019](#) report. These reports were shared with the President and other administrators, with the aim of helping them to determine whether changes were needed.

### Other Opportunities for Engagement

Less structured participation is also valued. For example, the Board of Trustees and Faculty Senate hold open meetings with opportunities for public comment, and the entire College community is invited to State of the College addresses. Through a form posted on its website, the Strategic Enrollment Management Team solicits ideas and suggestions college-wide. The new President has done much to strengthen engagement, beginning with his “[listening tours](#),” which have continued into the 2019-2020 academic year, and continuing through his [public communications and messages](#) to employees and students.

The formation of the College’s [2016-2020 Strategic Plan](#) is one of the clearest examples of inclusivity (subcomponent 5.C.3).

### **5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

Such involvement is documented throughout this report, for example, in sections 2.C.2, 2.C.4, 3.A, 3.B.2, 3.C.1, 4.A, 4.B, and 5.B.2.

## **Sources**

---

- Academic Council - Committee Charge and Membership
- Academic Council - Proposed Academic Org Structure - 03.27.17
- Academic Council - Proposed Academic Org Structure - 05.22.17
- BOT - Smoke-Free Campus Policy
- Community College Act 1966
- Coordinating Council - Charge and Membership
- CPI - Executive Summary - 04.2017
- Diversity Task Force - Mission and Goals - 10.2018
- Faculty Org. - Constitution
- Faculty Org. - Senate Standing Committees 2018-2019
- Faculty Senate - 2018 Task Force Report Academic Reorganization
- Faculty Senate - 2019 Task Force Report Academic Reorganization

- Faculty Senate - Academic Reorg Recommendation - 04.2017
- Faculty Senate - Minutes - 01.13.16
- Faculty Senate - Minutes - 04.12.17
- Faculty Senate - Minutes - 04.26.17
- Faculty Senate - Minutes - 05.31.17
- Faculty Senate and Academic Council - Minutes - 03.29.17
- HFC - 2018-2019 Standing Committees and Councils
- HFC News - 2017-2018 Academic Reorganization
- HFC News - Presidential Listening Tours
- HLC - 2015 Assurance Argument
- HLC - 2015 Reaffirmation Review Final Report
- HR - Local 1650 Bargaining Agreement (2016-2021)
- HR - Organizational Chart - 09.19.19
- Operations Council - Charge and Membership
- Shared Leadership - Structure
- Strategic Enrollment Management - Charge and Membership
- Strategic Planning - Strategic Plan 2016-2020
- Website - Office of President Public Communications and Messages
- Website - Student Council Mission

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning.

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

### Argument

---

#### **5.C.1. The institution allocates its resources in alignment with its mission and priorities.**

The [Strategic Plan](#), an extension of the College's [mission, vision, and values](#), is the bedrock of all other planning activities ([Strategic vs. Operational Planning](#)). As shown by the [Academic Affairs planning template](#), operational initiatives are aligned with the Strategic Plan's goals, analyzed for required resources, and prioritized before being reviewed for approval. Vice Presidents review proposed initiatives for their areas and forward approved initiatives to Cabinet for further vetting. Cabinet decides which to fund and include in the final, combined unit Operational Plans ([2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#), [2019-2020](#)). As an example of budget alignment with strategic goals, see [Initiatives FY2015-FY2018 Funded by Added Mill](#). This document was used to promote the renewal of the one mill passed in the 2018 election. Alignment of initiatives with the Strategic Plan is shown on pp. 2-3 (the "SP Ref" column). As another example, the [Graphics/Marketing Budgets for FY 2019](#) and [2020](#) show investments in advertising (aligned with Strategic Plan goals/strategies 2.D and 3.D) and in professional development (Strategic Plan goal/strategy 1.D).

Subcomponents 5.C.2 and 5.C.3 provide more detailed discussion of resource prioritization and allocation.

#### **5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

Since the 2015 HLC visit, the College has undertaken various initiatives to better integrate student learning assessment, evaluation of operations, planning, and budgeting and has made good progress. However, further refinement is needed.

#### Strategic Planning Online

In 2014, the College purchased Strategic Planning Online (SPOL), a software application with modules for planning, budgeting, assessment, and accreditation ([2015 Assurance Argument](#), subcomponent 5.C.2). In SPOL, assessment and accreditation drive planning and budgeting. SPOL

was expected to showcase connections between data analysis and planning in a user-friendly way.

The Office of Institutional Research, Planning, and Accreditation introduced SPOL's elements gradually and provided training, starting with [Planning and Budgeting Modules](#), which were functional for the 2014-2015 operational planning year. More than [90 Users](#) from multiple planning units were trained. The [Assessment Module](#) was introduced with training in Winter 2015, and the SPOL contract was expanded to enable all faculty to access the module. Unfortunately, the software proved inadequate for assessment of student learning. In addition to being cumbersome, the system did not record data in a useful way. Ultimately, the Committee for the Assessment of Student Learning (CASL) developed alternatives to SPOL for tracking assessment (subcomponent 4.B.1). The [Accreditation Module](#) was implemented in 2018, and the Accreditation Team received training. The team found the module difficult to use and inefficient and ultimately decided to use a shared drive on HFC's server instead.

HFC's contract with SPOL expires in 2021. Other products or in-house solutions will be investigated. Meanwhile, planning and budgeting will continue to use it.

### Alternatives

When SPOL did not meet expectations, other processes were developed that link to planning and budgeting, albeit less efficiently than would be possible using just one system.

Assessment of student learning, which occurs through CASL's assessment of Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) and through program reviews (subcomponent 4.A.1 and component 4.B), uses targeted questions to connect assessment to planning. For example, the ILO and Program Review annual reports ask, "Based on your analysis of the data and your description of student strengths and weaknesses, what action(s) do you suggest to improve student learning?" Instructors are then prompted to designate the party responsible for implementing that plan and its timing.

The [College Scorecard](#) (subcomponent 5.D.1) directly connects evaluation of operations to a [Strategic Plan](#) goal or strategy. Because each scorecard metric links to a Strategic Plan goal or strategy, the Scorecard can signal how well the Strategic Plan is being met.

The first step of the annual operational planning process is for departments and schools to consider how to achieve the College's Strategic Plan both in their own areas and College-wide. The [Planning Manual](#) (p. 13) provides guiding questions that departments can use when determining initiatives for the upcoming year and directs academic programs/schools to review assessment results, Program Review results, and Perkins Core Indicator data (for occupational programs) prior to Operational Planning. When Cabinet and Faculty Chairs are trained in planning, the importance of reviewing data and assessment information is reiterated.

Many non-academic areas at the College are also engaged in evaluation of their operations with the aim of connecting their findings to planning and budgeting. In some cases, consultants have been hired. For example, the accounting firm Plante Moran performed an assessment of the Information Technology Services area ([Board Report 4298](#), [Plante Moran's report](#), and subcomponent 5.D.2). In 2014-2015, a consultant was hired to conduct salary studies of various employee groups (subcomponent 5.A.1). More recently, in Winter 2019, [HR Collaborative](#) was contracted to work with the Vice President of Institutional Research, Planning, and Accreditation and Legal Counsel to evaluate Human Resources operations, which resulted in restructuring (subcomponent 5.A.1).



In Spring/Summer 2019, Enrollment Services began an internal review based on data and feedback from staff and students. Items being reviewed include job descriptions and classifications benchmarked against other one-stop service centers, call center staffing and service hours for students, enrollment and orientation processes, communication methods, and testing center services. Several long-term staffing and process recommendations have been made, with implementations that will continue through Spring/Summer 2020.

### Next Steps

The College acknowledges lack of a systematic annual review of non-academic departments. After attending several sessions on this topic at HLC Annual Conferences, staff from the Institutional Research, Planning, and Accreditation (IRPA) Department began piloting a process. A [template](#) was created and sent to departments for feedback. When those departments questioned the template's helpfulness and efficiency, IRPA determined that institutional effectiveness processes needed to be reviewed and streamlined. However, that work stalled because of turnover in leadership. The current Vice President of IRPA intends to pilot a new institutional effectiveness agenda in Fall 2020 that coincides with implementation of a new College strategic plan. She has begun work on a one-page annual "pulse check" document for all academic and non-academic departments and a more robust non-academic department review process that mirrors the process for academic programs.

### **5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

As the development of the [2016-2020 Strategic Plan](#) reveals, planning at the College is all-inclusive and collects stakeholder input throughout ([development timeline](#)). The process was modified to strengthen inclusiveness following changes in institutional organization and governance at the College (subcomponent 5.B.2).

To ensure clarity of the planning process for all constituents, a [planning manual](#) was provided, and various informational and training sessions occurred. They included a presentation to the Board of Trustees, [State of the College addresses](#), and [training](#) customized for specific planning units, such as Cabinet and Faculty Department Chairs. Strategic Planning and annual Operational Planning were supplemented for a few years with College Action Planning.

### Strategic Planning

Strategic planning defines where the College aims to be in 3-5 years. Fall 2015 marked the beginning of a new planning cycle, which resulted in the [2016-2020 Strategic Plan](#).

The 16-person [Strategic Planning Committee](#) (SPC) that was created in 2015 reported to the Coordinating Council and consisted of a representative group of full- and part-time faculty, administrators, Cabinet members, and support staff, some elected and some appointed. Complying with the [Faculty Organization Constitution](#), Article III.A.5, it was 50% faculty. It was co-chaired by the Vice President of Institutional Research, Planning, and Accreditation and one full-time faculty person. Its [charge](#) conveys the entire process' inclusiveness. Before their work began, SPC members received a binder containing documents important to planning, such as the [2015 HLC Assurance Argument](#) and [Reaffirmation Review](#) and reports on prior environmental scanning, socioeconomic impact studies, Voluntary Framework of Accountability data, and College finances.

The SPC began by assessing whether the College's [mission statement](#) was still accurate, clear, and

appropriate. This review, always the first step in the process, was especially important given a major change at the College: the addition of the Bachelor of Science Degree in Culinary Arts. The SPC determined that no changes to the mission were needed ([January 15, 2016, minutes](#)).

The next step was fact-finding. Internal and external environmental scanning occurred from December 2015 to January 2016. Internal scanning gathered results from focus groups in each major unit of the College: adjunct faculty ([January 19](#) and [January 21, 2016](#)), full-time faculty ([January 19, 20, 21, and 22, 2016](#)), [Staff Council](#), [exempt staff](#), [administrators](#), and [support staff and operating engineers](#). Supplementing these results was an [online survey](#). [Focus group results](#) were compiled, analyzed, and [presented](#) to Cabinet.

The SPC then collaborated to identify [themes](#) stemming from the focus groups and interviews, to [select themes](#) by considering their potential impact, importance, and feasibility, and to write concrete, actionable [goals and strategies](#) and ultimately the Strategic Plan itself. The [Strategic Plan](#) was presented to the Board of Trustees in May 2016 ([Board Report 4276; minutes](#)) and received Board approval in June 2016 ([minutes](#)).

A new strategic planning cycle will begin in January 2020, again led by the SPC and following a similar process. HLC's [2015 Reaffirmation Review](#) (p. 44) cautioned HFC "to improve on anticipating [and planning for] future trends in technology, demographic shifts, and globalization." The College recognizes the challenge of adapting to frequent changes in the higher education and political landscape as well as in student demographics, enrollment trends, and industry needs. Therefore, a shorter 1- to 2-year plan or a rolling 1-year plan is being considered. In addition to making the College nimbler, a shorter plan will encourage narrowly focused, achievable goals.

### Operational Planning

Operational planning (summarized in [planning manual](#), p. 12) determines how the College will achieve the Strategic Plan. Because operational planning occurs annually, the College can adapt to changes in the budget, enrollment numbers, and other factors as needed. During operational planning, departments create initiatives that support the Strategic Plan's goals. Those initiatives are then transformed into Operational Plans for each unit at the Vice Presidential level (see combined unit Operational Plans, [2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#), [2019-2020](#)). Finally, Cabinet reviews those unit plans and creates a budgeted Operational Plan for the entire College for the upcoming year (see operational planning budgets for [FY 2015](#), [2016](#), [2017](#), [2018](#), [2019](#), [2020](#)). From 2015-2016 to 2018-2019, the plans did not clearly differentiate between funding from operational dollars and funding from other sources. This distinction is clarified in the 2019-2020 planning process ([College plan, 2019-2020](#)). The year-long operational planning calendar (e.g., the master calendar for [2018-2019](#), [2019-2020](#), and [2020-2021](#)) is approved by Cabinet in August and distributed college-wide in September.

### College Action Planning

When departments and schools reported that they struggled to create Operational Plans without clear direction or input from Cabinet-level leadership, the planning process was modified in 2016 by adding the College Action Planning (CAP) stage in between Strategic Planning and Operational Planning ([planning manual](#), p. 11). Through CAP, the Vice Presidents were to review the Strategic Plan, create "action plans" identifying projects to pursue in the upcoming year, and share those action plans with departments as the foundation for department-level operational plans ([2016-2018 CAP](#)). Ideally, in going from the Strategic Plan to CAP and then to operational planning, each phase

would become more granular and task oriented. Unfortunately, rather than achieving this coherent flow, more confusion ensued as people struggled to keep track of and differentiate between these plans.

In Fall 2018, new Cabinet leadership decided to eliminate the CAP stage. Instead, Vice Presidents became responsible for informing their areas about which strategic goals and objectives would be pursued and helping those areas develop complementary operational plans. This process worked well in Fall 2018.

**5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.**

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

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

- Environmental scanning (subcomponent 5.C.5) includes monitoring of State and national legislation, appropriations, and trends impacting higher education. For example, the Michigan Community Colleges Activities Classification Structure Data Book ([2015-2016](#) and [2016-2017](#)) and its successor, the [2017-2018 Michigan Community College Data Inventory Report](#), document annual changes in State aid, revenue from property taxes and student tuition and fees, instruction/enrollment, and expenditure trends.
- Daily cash flow updates, a cash flow report, and weekly finance updates are presented to the President by the Vice President of Financial, Facilities, IT, and Auxiliary Services. The cash flow report is also presented to the Cabinet and to the Board of Trustees at their monthly meetings (e.g., Cash Forecasts for May [FY 2015](#), [2016](#), [2017](#), [2018](#), and [2019](#)).
- Mid-year budget adjustments to the General Fund enable more accurate planning. Every January, budget modifications are made as required by factors such as enrollment being higher or lower than reflected in the original budget, expenditure changes based on staffing adjustments, and other known factors. The adjustments are presented to the Board of Trustees for approval (e.g., [Board Report 4479](#)).
- As a part of the Sustainable Budget, the College can run hypothetical scenarios reflecting enrollment and tuition changes and their impact on the budget. For example, [Budget Development, FY 2018- FY 2022](#), was used to provide the Board of Trustees with sufficient information prior to approving a tuition increase for FY 2020.
- Several internal reports, such as [Enrollment for Cabinet](#), capture enrollment fluctuations and project future enrollment. These reports allow for "real time" enrollment statistics, including course enrollments to determine fill rates and enrollments in credit, non-credit, dual-enrollment, and trade and apprentice programs compared to prior dates and terms. Such data inform the class scheduling process to optimize classroom use. The [Enrollment for Cabinet Report](#) is also an indicator of the College's fiscal health. In a May 2019 email to the College community, the President explained that declining enrollment necessitated a "hiring chill."

Adapting to fluctuations is also inherent in other College documents. The [Faculty Organization Constitution](#) includes language related to well-informed planning that accommodates institutional capacity and change (Articles III.A.4 and III.A.7). Conditions of layoff and recall enable the College to adapt to changing circumstances ([full-time faculty bargaining agreement](#), Article VII.I; [Administrators' Association bargaining agreement](#), Article IV.C; [support staff bargaining agreement](#), Article 28; [operating engineers bargaining agreement](#), Article VI). Also see subcomponent 5.A.1.

These internal strategies are essential to the College's adaptability and viability, but the College is also indebted to the community, whose property taxes provided approximately 14% of the operating budget in 2017-2018 (see [2018-2019 Fast Facts](#)). The College seeks voter approval to renew or increase millages under special circumstances, such as drops in State aid and enrollment. The successful [millage renewal in 2018](#) maintained approximately \$4.2 million in annual College revenue and thus enabled continued, necessary improvements in infrastructure and programming.

### **5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

The College uses many strategies to identify and plan for future changes and trends.

Demographic trends impacting enrollment are tracked by the Student Profile ([2015](#), [2016](#), [2017](#), [2018](#)) and IPEDS reports ([Fall 2015](#), [2016](#), [2017](#), and [2018](#); 12-month IPEDS reports are also considered).

The College uses multiple sources to stay abreast of changes in industry and local workforce needs, including discovery of new program opportunities, validation of current program offerings, and identification of at-risk programs.

- The Workforce Intelligence Network Labor Market Report for the State of Michigan ([2018, first quarter 2019](#)) analyzes trends in employment by sector and required workplace credentials. HFC's partnership with DTE Energy to create the [Power and Trades Pathways Program](#) aligns well with the increases in the number of energy workers and with the top-posting utility and electronic company employers. Other examples of addressing skilled-labor shortages are HFC's partnerships to create a [no-cost medical assistant apprenticeship program](#) and a [pharmacy tech training program](#), both of which won the Impact Award from Michigan Works!
- [Advisory committees](#) (whose members must be at least 50% from business, industry, and/or labor) assist in planning, developing, implementing, and evaluating the College's academic programs ([Advisory Committee General Functions](#), [Advisory Committee Membership Requirements](#)).
- Economic Modeling Specialists International (EMSI) guides planning in several ways:
  - o Socioeconomic Impact Studies measure HFC's impact on the regional economy and workforce and calculate HFC's ROI for students, taxpayers, and society ([Economic Impact Study Executive Summary](#), [Main Report](#), and [2018 Infographic](#)).
  - o The customized [Environmental Scan and Program Gap Analysis](#) report measures regional labor market supply and demand. This analysis occurs at the beginning of each

strategic planning cycle.

- o EMSI Analyst is comprehensive labor market analysis software that provides labor market data to align programs with market demand. Analyst is used to conduct employment forecasting as part of HFC's [Program Review](#) process and whenever an academic area proposes a new program.

The College is closely affiliated with various State organizations concerned with identifying changes and trends affecting institutional planning. Examples follow.

- Administrators from the School of Science, Technology, Engineering, and Mathematics (STEM) and the School of Business, Entrepreneurship, and Professional Development (BEPD) and staff from Institutional Research and Reporting attend Workforce Intelligence Network (WIN) meetings. WIN's quarterly and annual labor market reports are used in planning (e.g., [Southeast Michigan 16-County WIN Region Quarterly Report](#) and [State of Michigan Annual Report](#)).
- HFC's Dean of BEPD serves on the Michigan Occupational Deans Administrative Council, whose primary purpose is to exchange "information and ideas relative to the establishment, development and operation of community college occupational education."
- HFC's Dean of STEM is President of Michigan Liberal Arts Deans (MLAD) for 2018-2022.
- The Dean of Health and Human Services serves as Secretary for the Michigan Council of Nursing Education Administrators.
- One of HFC's Institutional Research Business Intelligence Analysts serves as Chair of the Michigan Community College Data and Evaluation Committee, which provides technical assistance to Michigan community colleges in data collection, data reporting, and evaluation procedures (see [sample agenda](#)).

When HLC last visited, the College was improving its environmental scanning process and use of results in planning ([2015 Assurance Argument](#), p. 111). Various strategies have aimed to make environmental scanning more systematic, but this area remains weak. When creation of a part-time Environmental Scanning Coordinator position proved ineffective, the College determined that the Strategic Planning Committee would oversee environmental scanning. However, this plan, too, fell short. The current Vice President of Institutional Research, Planning, and Accreditation is in the process of hiring a new Director of Institutional Research and Reporting, who will collaborate with the Vice President to determine the best approach to environmental scanning. Meanwhile, the College has contracted with EMSI to conduct an environmental scan and program gap analysis in preparation for the strategic planning cycle beginning in January 2020.

Planning for technological resources is proactive and multi-pronged, allowing the Information Technology Services (ITS) Department to support a complex [technology infrastructure](#). See [ITS Strategic Plan for 2015-2020](#)). With respect to anticipating and planning for changes in technology, ITS commits to expanding "on and off campus relationships with an emphasis on the implementation of new technologies and services" and to rigorous, systematic evaluation of technology resources throughout the College. Key to ITS's ability to predict shifts in the College's technology needs is continuous professional development of the ITS staff (strategic goal 21). Creating annual objectives (see [2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#)) operationalizes the ITS plan and enables

adaptability to unforeseen events. ITS's accomplishments [2015-2016](#), [2016-2017](#), [2017-2018](#), [2018-2019](#)) illustrate the evolution of resources and the crossover between ITS planning and planning in other areas of the College.

The [Information Technology Oversight Team](#) (ITOT) plays a critical role in planning. ITOT supports and tracks projects throughout the College and ensures their alignment with the [Strategic Plan](#). See, for example, scorecards for [December 2016](#), [August 2017](#), [July 2018](#), and [June 2019](#). Individual project charters and plans are also documented (e.g., the [charter](#) and [plan](#) for the Talent Management Project).

Being politically engaged is also critical to planning at a public institution such as HFC. Several high-profile campus visits by the [Governor](#), Lieutenant Governor, and State and U.S. legislators enable the College to participate in discussions about education at the State level and to gather information important to planning. The College's engagement is evident, for example, in the cadre of business, community, and political leaders who came to HFC in June 2019 to discuss how to close the skills gap in the Information Technology and STEM and how to increase diversity in those fields (see [article](#)). Furthermore, College leaders hold positions on state-wide, planning-oriented committees and task forces (e.g., [Governor Names President Kavalhuna to 21<sup>st</sup> Century Talent Creation Subcommittee](#)).

## Sources

---

- Academic Affairs - Operational Planning Template
- BOT - Minutes - 05.16.16
- BOT - Minutes - 06.20.16
- BOT - Report 4276 - 05.16.16
- BOT - Report 4298 - 08.15.16
- BOT - Report 4479 - 01.22.19
- Faculty Org. - Constitution
- Fall 2018 Enrollment For Cabinet - 10.09.18
- Financial - 2017-2018 Michigan Community College Data Inventory
- Financial - ACS 2015-16 Data Book and Compilation - 03.2017
- Financial - ACS 2016-17 Data Book and Compilation - 01.2018
- Financial - Budget Development FY2018-FY2022
- Financial - FY2015 Cash Flow as of 5.5.15
- Financial - FY2015 Operational Planning Budget
- Financial - FY2015-2018 Initiatives Funded by Added Mill
- Financial - FY2016 Cash Flow as of 5.11.16
- Financial - FY2016 Operational Planning Budget
- Financial - FY2017 Cash Flow as of 5.1.17
- Financial - FY2017 Operational Planning Budget
- Financial - FY2018 Cash Flow as of 5.15.18
- Financial - FY2018 Operational Planning Budget
- Financial - FY2019 Cash Flow - 05.13.19
- Financial - FY2019 Operational Planning Budget
- Financial - FY2020 Operational Planning Budget

- Financial- Marketing Graphics FY19 Budget
- Financial- Marketing Graphics FY20 Budget
- HFC - 2015 SPOL Trained Users
- HFC - 2015 SPOL Training - Assessment Module
- HFC - 2015 SPOL Training - Planning and Budgeting Modules
- HFC - 2018 SPOL Training - Accreditation Module
- HFC - Advisory Committees 2018-2019
- HFC - College Action Plan - 2016-2018
- HFC - College Scorecard Fall 2018
- HFC - Information Technology Oversight Team Charge and Membership
- HFC News - First Medical Assistant Apprenticeship
- HFC News - Gretchen Whitmer visit 03.2019
- HFC News - Lt. Gov. Garlin Gilchrist visit - 06.2019
- HFC News - Pres. Kavalhuna for Talent Creation Subcommittee
- HLC - 2015 Assurance Argument
- HLC - 2015 Reaffirmation Review Final Report
- HR - 2019 HR Collaborative Proposal for Services
- HR - DSOEA Bargaining Agreement (2018-2023)
- HR - Local 1650 Bargaining Agreement (2016-2021)
- HR - Local 71 Bargaining Agreement (2016-2021)
- HR - SSA Bargaining Agreement (2016-2020)
- IR - 2015 Environmental Scan and Program Gap Analysis
- IR - 2015-2016 IPEDS Fall Enrollment Data
- IR - 2016-2017 IPEDS Fall Enrollment Data
- IR - 2017-2018 IPEDS Fall Enrollment Data
- IR - 2018 Economic Impact Study Executive Summary
- IR - 2018 Economic Impact Study Infographic
- IR - 2018 Economic Impact Study Main Report
- IR - 2018 WIN Michigan Labor Market Report
- IR - 2018-2019 IPEDS Fall Enrollment Data
- IR - Fall 2015 Student Profile
- IR - Fall 2016 Student Profile
- IR - Fall 2017 Student Profile
- IR - Fall 2018 Planning Training Presentation
- IR - Fall 2018 Student Profile
- IR - Fast Facts 2018-2019
- IR - MCCDEC Agenda - 09.2019
- IR - Q1.2019 WIN Michigan Labor Market Report
- IT - 2015-2016 Accomplishments
- IT - 2015-2016 Objectives
- IT - 2016-2017 Accomplishments
- IT - 2016-2017 Objectives
- IT - 2017 Plante Moran Assessment Report
- IT - 2017-2018 Accomplishments
- IT - 2017-2018 Objectives
- IT - 2018-2019 Accomplishments
- IT - 2018-2019 Objectives
- IT - HFC Technical Overview
- IT - ITOT Projects Scorecard August 2017

- IT - ITOT Projects Scorecard December 2016
- IT - ITOT Projects Scorecard July 2018
- IT - ITOT Projects Scorecard June 2019
- IT - Strategic Plan 2015-2020
- ITOT - Talent Management Implementation Project Charter
- ITOT - Talent Management ODF - Project Plan
- Michigan Works Impact Award - Pharmacy Tech Program
- Non-Academic Review - 2018 Pilot Document
- Occupational Advisory Committee General Functions
- Op Planning - 2015-2016 Combined Unit Operational Plans
- Op Planning - 2016-2017 Combined Unit Operational Plans
- Op Planning - 2017-2018 Combined Unit Operational Plans
- Op Planning - 2018-2019 Combined Unit Operational Plans
- Op Planning - 2018-2019 Master Calendar
- Op Planning - 2019-2020 Combined Unit Operational Plans
- Op Planning - 2019-2020 Master Calendar
- Op Planning - 2019-2020 Operational Plan - Full College
- Op Planning - 2020-2021 Master Calendar
- Perkins - Advisory Committee Membership Requirements
- Perkins - Comprehensive Local Needs Assessment
- Pres. Comm. - The College hiring chill and future plans
- Program Review Handbook 2018-2019
- Strategic Planning - AFO Focus Group - 01.19.16
- Strategic Planning - AFO Focus Group - 01.21.16
- Strategic Planning - Committee Charge and Membership
- Strategic Planning - Exempt Staff Focus Group - 12.17.15
- Strategic Planning - Focus Group Analysis
- Strategic Planning - Local 1650 Focus Group - 01.19.16
- Strategic Planning - Local 1650 Focus Group - 01.20.16
- Strategic Planning - Local 1650 Focus Group - 01.21.16
- Strategic Planning - Local 1650 Focus Group - 01.22.16
- Strategic Planning - Local 71 Focus Group - 12.17.15
- Strategic Planning - Manual 2018
- Strategic Planning - Minutes - 01.15.16
- Strategic Planning - Presentation - Focus Group Interview Results
- Strategic Planning - Presentation - Strategic Plan 2016-2020
- Strategic Planning - SSA and DSOEA Focus Group - 12.16.15
- Strategic Planning - Staff Council Focus Group - 12.16.15
- Strategic Planning - Strategic Plan 2016-2020
- Strategic Planning - Strategic Plan Timeline
- Strategic Planning - Strategic vs. Operational Planning Presentation
- Strategic Planning - Survey Results - Online Focus Group
- Strategic Planning - Tentative Themes Draft
- Strategic Planning - Themes and Theme Teams
- Strategic Planning - Writing Teams - 04.15.16
- Website - About MLAD – Michigan Liberal Arts Deans
- Website - Millage Renewal 2018
- Website - Mission Vision Values
- Website - Power and Trades Pathways Program



## 5.D - Core Component 5.D

---

The institution works systematically to improve its performance.

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

### Argument

---

#### 5.D.1. The institution develops and documents evidence of performance in its operations.

As an evidence-based college, HFC uses various methods for documenting and reporting on College operations.

Regular presentations are one form of documentation. “Special Reports and Discussion Items” is a standing agenda topic for monthly Board of Trustees meetings. College employees present and discuss written reports to inform the Board and the public at large about academic developments, student success initiatives, and College operations. For example, the [October 2018 meeting](#) featured an audit presentation for the 2018 fiscal year, and at the [April 2019 meeting](#), a report was presented on the inaugural Black Male Retention and Success Conference hosted by HFC. Also, at State of the College presentations at the beginning of the Fall and Winter semesters, the President and/or Cabinet members update the community on College initiatives, operations, and areas of focus for the upcoming semester. For example, at the August 2017 State of the College, the Vice President of Academic Affairs gave a presentation on [student retention data](#), and in January 2018, the Vice President of Financial, Facilities, IT, and Auxiliary Services presented information on the [College budget](#) and its implications.

Initially developed in 2016, “the College Scorecard allows the College to evaluate the success of its efforts while affording stakeholders an opportunity to visually observe the College’s progress in meeting its goals” ([College Scorecard Manual](#)). Vice Presidents set metric targets and monitor data collection throughout the year ([data collection timeline](#)), and the scorecard is updated annually by Cabinet and other stakeholders. Cabinet shares the scorecard with College stakeholders, including the Board of Trustees.

After reviewing the scorecard process, during the 2018-2019 academic year, the Vice President of Institutional Research, Planning, and Accreditation determined that the data collection process is effective, but the scorecard itself needs to be streamlined and better communicated. Some information in the scorecard is not necessarily actionable; those metrics will be removed. Furthermore, its distribution is unintentionally limited. Finally, it is poorly aligned with the College’s planning calendar. To ensure that the College Scorecard is as effective as possible, in the next cycle, its timeline will be adjusted to allow departments to use its data during operational planning.

The College gains valuable information about students through its [student satisfaction survey](#), its [survey of students who drop classes](#), and the [Community College Survey of Student Engagement](#) (subcomponent 4.C.2). By documenting students’ perspectives and situations and [educating the College community about the data](#), the Office of Institutional Research and Reporting provides a

strong foundation for further planning and improvement.

WebFOCUS, the College's business intelligence tool, can run more than 500 reports. It is divided into domains that are role-specific or department-specific. For example, there is a domain for Human Resources reports and a domain ([Faculty Toolbox](#)) for faculty Department Chairs to access reports on topics directly related to their duties, such as course enrollment, grade distribution with success rates, and graduation by program.

The data visualization tool Tableau (subcomponent 4.C.4) includes many data sets that document the College's performance. All dashboards have filters that allow the end-user to disaggregate by variables such as term, program, course, and demographics.

Evidence of performance is documented for the public at large. For example, the [2015](#) and [2016 HFC Annual Reports](#) convey accomplishments of students and staff, financial statements for the College and the Foundation, and new programs and transfer agreements. The "News and Events" section of the College website is publicly accessible, and many of its articles give performance reports, often with data. See, for example, the articles on the [success of the Emergency Medical Services/Paramedic Program](#), on the [success of dual enrollment students](#), and on a [report analyzing students' reasons for leaving the College](#). Presidential updates to the College community are frequent and often underscore the cumulative results of various initiatives. Consider, for example, his recent [email notification](#) about an unexpected enrollment increase in credit hours. By tracing this increase to steps taken by individuals and specific groups, this email informs future planning and boosts morale.

**5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, sustainability, overall and in its component parts.**

Based on documentation of performance, the College strives for continuous improvement.

As explained in the [2015 Assurance Argument](#), under the prior President, Continuous Process Improvement Teams analyzed and recommended improvements on many topics, such as [concerns cited in HLC's 2015 Reaffirmation Review](#), [recruitment and support for international students](#), and [community partnerships](#). [Board Report 4359](#) and an [executive summary](#) describe the goals and results of CPI projects and provide background on how the process unfolded at HFC. Ultimately, the College determined that continuous process improvement would be more efficient and effective if done through committees, task forces, and other working groups (such as the [Strategic Enrollment Management Team](#)) and thus discontinued the CPI teams. Task forces and committees are working on the following topics:

- Enrollment processes
- Latinx population recruitment
- Creation of a year-round academic schedule
- Scholarships' timelines and process
- Welcome Center service hours
- Optimal enrollment point
- Human Resources' and Campus Safety's department structures

External reviews spur changes to improve institutional effectiveness. For example, in 2017, an [assessment by Plante Moran](#) revealed that Information Technology Services (ITS) was underfunded and understaffed and that end-users were dissatisfied with some resources.

Understanding the broad implications, representatives of ITS presented the assessment's findings and the resulting plan to the Faculty Senate ([October 11, 2017, minutes](#)). Cost-saving measures were implemented (such as saving \$1 million annually by replacing contract workers with internal administrative positions), and these savings helped finance additional staff and improvements in data safety and security. Also, new access points for wireless technology were installed, and [assessment of the College's email system](#) (GroupWise) spurred changeover to a new system (Outlook).

## Sources

---

- Academic Affairs - Faculty Toolbox
- BOT - Minutes - 04.15.19.pdf
- BOT - Minutes - 10.15.18
- BOT - Report 4359 - 05.15.17
- CPI - Executive Summary - 04.2017
- CPI - Fall 2015 - Higher Learning Commission (HLC)
- CPI - Winter 2016 - International Students Services and Enrollment Improvement
- CPI - Winter 2017 - Community Partnerships
- Faculty Senate - Minutes - 10.11.17
- HFC - 2015 Annual Report
- HFC - 2016 Annual Report
- HFC - 2018-2019 College Scorecard Manual
- HFC - College Scorecard Fall 2018
- HFC - College Scorecard Timeline
- HFC - President email - Fall 2019 Enrollment
- HFC News - Dearborn students excel in dual-enrollment programs
- HFC News - EMS prog. achieves 100 pass rate and full 5-year accreditation
- HFC News - Why students leave HFC Insights Report
- HLC - 2015 Assurance Argument
- IR - 2018 CCSSE Aggregate Student Responses
- IR - Fall 2018 Student Course Drop Survey
- IR - Fall 2018 Student Satisfaction Survey Results
- IR - Student Perceptions Data Summit - 02.18.19
- IT - 2017 Plante Moran Assessment Report
- IT - Email and Collaboration Software Survey Results
- State of College - Presentation - 01.03.18
- State of College - Promises to Keep Retention Presentation - 01.04.17
- Strategic Enrollment Management - Charge and Membership
- Website - PuMP Approach to Performance Measurement and KPIs

## **5.S - Criterion 5 - Summary**

---

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

### **Summary**

---

HFC continues to carefully monitor and build its resources and infrastructure since recovering from a financial crisis in 2013. Changes have been made to the organizational structure to ensure sustainability and the College has sufficient resources to continue to offer quality educational programs that parallel the institution's mission.

The Strategic Plan is an extension of the College's mission and provides a foundation for all other planning activities. While planning and budgeting have traditionally been linked, the College has made progress on integrating student learning assessment and evaluation of operations into the planning and budgeting process.

Performance of College operations and future plans are documented largely through reports and presentations to the Board of Trustees, State of the College addresses, the College Scorecard, and college-wide presidential communications. Continuous process improvement occurs through the work of cross-functional committees, task forces, and other working groups.

### **Sources**

---

*There are no sources.*